RELATIONSHIP OF SELF BASED AUTHENTIC LEADERSHIP WITH JOB SATISFACTION OF UNIVERSITY TEACHERS

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DEDICATION

This thesis is dedicated to my Beloved Mother (Late)
who always remained a source of guidance
and inspiration for me.

AUTHOR'S DECLARATION

I, Khan Raziq Reg. No.105-FSS/PHDEDU/S13 as a student of PhD in Education at International Islamic University Islamabad, do hereby declare that the thesis entitled "**Relationship of Self-Based Authentic Leadership with Job Satisfaction of University Teachers**", submitted for the partial fulfillment of PhD in Education, is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not be submitted in future by me for obtaining a degree from this or any other university or institution.

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KHAN RAZIQ

SUPERVISOR'S CERTIFICATE

The thesis titled "**Relationship of Self-Based Authentic Leadership with Job Satisfaction of University Teachers**" submitted by Mr. Khan Raziq Reg. No. 105-FSS/PHDEDU/S13 in partial fulfillment of PhD degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow her to submit this for further process as per IIUI rules and regulation.

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ABSTRACT

Leadership is a process in which a leader influences the behaviour of employees or followers to achieve the organizational goals. Leadership occurs in relational dynamics and therefore, the true self is actually the self in relation to others. Through this relational viewpoint, self, and others are not separated but are constantly constructing the meaning and reality of leadership. Thus, the expression of authenticity in authentic leadership is both an individual and a collective responsibility. Job satisfaction can be understood as the sum of various aspects of workplace experiences as well as by the measure of those experiences individually. The unique challenge of recruitment, retention and community relations faced by career services requires a leadership style that enhances the work environment and promotes job satisfaction. The main purpose of the current study was to examine the "Relationship of Self- based Authentic Leadership with Job Satisfaction of University Teachers". The objectives of the study were: (1) To measure the opinion of the university heads of departments about the dimensions of their self- based authentic leadership, (2) To find out the opinion of university teachers about the dimensions of their job satisfaction, (3) To determine the relationship of opinions of the heads of departments about the dimensions of their self-based authentic leadership with the opinions of university teachers about the dimensions of their job satisfaction. The population of the study was 304 (44 heads of departments and 260 university teachers).Standardized questionnaires for assessment of self-based authentic leadership and job satisfaction were used to collect the data through survey method from the study sample of 29 heads of departments and 232 teachers. Data were analyzed by using chi-square technique. The major conclusions of the study was that there is evidence of real association between heads of departments' opinions of inclination toward on their self- based authentic leadership and the university teachers' trend of opinions in favour of job satisfaction. Findings provided further support for the investigating of relationship between self-based authentic leadership with job satisfaction in university as well as in other settings. The recommendations were made on the basis of the results at the end of the study.

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LIST OF ABBREVIATIONS

AL	Authentic Leadership
ALQ	Authentic Leadership Questionnaire
AP	Assistant Professor
Assoc. Prof	Associate Professor
BP	Balanced Processing
CR	Contingent Rewards
D.I.K	Dera Ismail Khan
Eco.	Economics
Edu.	Education
FB	Fringe Benefits
HOD	Head of Department
HEC	Higher Education Commission
IMP	Internalized Moral Perspective
IR	International Relations
I/S	Islamic Studies
JS	Job Satisfaction
JSS	Job Satisfaction Survey
KPK	Khyber Pakhtunkhwa
M.A	Master of Arts
M.Phil	Master of Philosophy
NWC	Nature of Work and Communication
OP	Operating Procedures

CHAPTER 01

INTRODUCTION

1.1　CONCEPT OF LEADERSHIP

Leadership of every organization or institution plays a vital role in its development and progress. It is leadership which follows certain styles and takes the organization to its apex (Ahlquist & Levi, 2011). Leadership has been broadly studied for more than hundred years. It is a procedure which is adopted by a person to influence the followers to attain the determined tasks of an organization or institution. Most of the scholars consider leadership as a certain pattern of actions whereby an individual (the leader) takes the followers to meet the targeted destination as "Leadership is a process which is used by an individual to influence their fellows to attain an objective and guides the organization or institution in a way that make it more cohesive and coherent" (Northhouse, 2011).

These definitions show that leadership is a process which is used by an individual to influence their subordinates to achieve certain goals. The leadership aims to bring and guide the organization and institution in such a way that makes it more unified, sound and result oriented. The experts have developed various theories and models which help to understand the nature and limitations of the leadership and this process of development is still continuing. Early theories gave importance to the features and actions of leaders who got success. Later on, theories started to focus on the role of followers and the related state of leadership. As Great Man theories founded its concept of leadership upon the principle that leaders are extraordinary individuals who have inherent qualities by birth that are, specifically designed to lead. We can see the use of the term 'Man' with the intention that

the concept of leadership was linked mainly with the male, military and Western (Kitana, 2016). But, on the other hand, Rhode (2003) says that historically women have done look after others families so, they are anticipated to carry this attitude of caring to work place and incorporate it into their leadership style. Systematic changes will give opportunities for women to lead in an authentic way, which will lead to provide countless advantages (Roberts, 2007).

The ratio of women in senior leadership positions is different considerably as per the nature of business, which would disclose that the selection of woman is determined by context. Women tend to have over-projected the field of professional services such as education, healthcare, government, and hospitality (Bowles & McGinn, 2005). Hodgkinson (1991) objects to the use of feminine pronouns explaining it in the preface: as being in the interests of clarity, emphasis or literary merit. Shah (2008) quoted Blackmore and says that gender is mostly not conflicting in various theories of leadership on the assumption that styles of leadership and managerial contexts are gender impartial. So, in this study the gender discrimination will not be considered.

There are many justifications which have been given by the practitioners and researchers based on the intention that to clear and understand minimum numbers of female in managerial position at upper level rely on the view that being woman is incomplete to be a leader (Hoobler et al., 2011). Though, the perceptions that the style of leadership is different between the two genders, these assumptions are still accepted (Guerrero, 2011). Wang et al. (2013) said that adoption the same leadership style the female leaders could be as efficient as being their male coworkers. Rosner (1990) viewed that to influence the others the women use relational skills, sharing information and power, encouraging participation along with heighten the self-esteem of followers.

Eagly et al. (1992) noted that women plays the role of leadership in a more participative and democratic way than a man and stressed that to evaluate the effectiveness of females leaders rely on many interacting variables including culture and context.

It was due to this reason that the school of trait theories emerged which was established on the belief that leaders have some specific qualities which distinguish them from the rest of the individuals (Anisur, 2012). The behavourist theories on the other hand focus on what leaders really act instead of their possessing qualities. After the behavourist school of thought, the theory of contingency was developed. It is based on the situational viewpoint and stresses the awareness of those variables related to the situation which best project the most appropriate or effectual style of leadership to match the certain situations (Bass, 1985).

Further, transactional theory appeared which stresses the significance of the connection between leaders and his/her followers (Bernard, 1960). After, the transactional theory, the theory of transformational leadership emerged. It was established on change and the role of leadership in visualizing and executing the transformation of organizational and institutional performance (Bolden, 2003). After that, theory of authentic leadership rose, which is quite a new reflection of leadership. It is multi-dimensional and consists of combination of leadership; positive organizational behaviour and ethics which sketch on prior work on positive psychology (Luthans & Avolio 2003). Authentic leadership gives a particular chance to increase the space of leadership development.

1.2   THE CONTEXT: THEORIZING AUTHENTIC LEADERSHIP

In the last decade, the theory of authentic leadership was developed containing target of incorporating work on positive behaviour related to organization with the life period of leadership development (Avolio et al., 2009). Miniotaitė (2012) is of the view that authentic leadership theory could also be observed as a hybrid theory where the trait,

cognitive, behavioural and transformational perspectives interweave. From the evolutionary perspective, authentic leadership theory is a latest leadership paradigm which can be discussed together with transformational, charismatic, servant, spiritual or ethical leaderships.

Authentic leadership is a process oriented relational concept which is not leader centered (Terry, 1993). This is a bi-directional development which happens between the leader and followers. It also provides an opportunity to the followers to participate in the power and fulfill their responsibilities in the leadership of a certain organization and development of its associates not merely being a resource to a manufacture end (Dugan & Komives, 2011). It refers to that type of leadership where a leader really keeps the beliefs he adopts. The authenticity of the leader expresses itself in his deeds. The behaviour of authentic leader indicates the values and ethics he endorses i.e. transparency and fairness. Followers build up trust in vision and intention of an authentic leader.

Based on authentic leadership theory, Gardner et al. (2005) developed a model which they described in their article under the title "can you see the real me?" A self-based authentic and follower development". Gardner et al. (2005) conceived in their model that self- awareness is the first main element which provides a base for the authentic leadership's development. It is self- awareness of the leader which is made up of his values, emotions, goals and identity. This first basic factor of authentic leader is an emerging process which makes him to understand continuously his core values, beliefs, personal strengths, desires and sense of purpose (Avolio & Gardner, 2011).

The second theoretical base of the model is self-regulation which is consisted of balanced processing of information which means the free biased gathering and analysis of self-related information, internalized regulation and relational transparency which suggests that the leaders show high degrees of self-exposé, trust and openness in close

relationship (Klenke, 2007). Later on, the scholars agreed on the sub components of self-regulation which were relational transparency balanced processing and internalized moral perspective of the leaders (Karadag, 2015). So, the researcher shall discuss only those factors upon which the researchers agreed.

The balanced processing entails to look at the viewpoints of others and their objective analysis before making a decision, necessitating one's consciousness of one bias. The relational transparency depicts honest and open communication and relationship of a leader with other people around him. Further, the internalized moral perspective means the capability to keep on behaviours and actions on innate values and morals, controlling for exterior pressure and influence (Northouse, 2012). This concept, which has a link with the past theories of leadership, not only explored the new dimension of authentic leadership i.e. self- based authentic leadership, but further gave a channel to develop new models in future and its relation with other factors existed around it. So, based on the reasons a model for the current study derived from the model proposed by Gardner and his associates in 2005. Further, job satisfaction factor was inculcated in it to seek the relationship of self-based authentic leadership with the job satisfaction.

1.3 RELATEDNESS OF SELF-BASED AUTHENTIC LEADERSHIP WITH JOB SATISFACTION

The proponents of the self- based authentic leadership are of the view that self-based authentic leaders show behaviour of such kind which is matched with their morals and values, upholding integrity of a strong level and trust among followers (Avolio et al., 2004). They are aware of their own strengths and weaknesses along with how their weaknesses are considered by their followers. They, therefore, utilize this self-knowledge to develop and lead. Today, the success at work is considered as an important criterion to be met. The utilization of ability, knowledge and time, relationship with other individuals,

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presentation of personal capabilities and development of them are essentials for work life. The extents of job satisfaction of people which affect this satisfaction are important for the output and belongingness of employees to their management. Happiness of employees at the work place is similar to the happiness in social life.

Job satisfaction is a common view of the positive feeling of employees established towards their jobs. Employees cherish feelings towards their job satisfaction as a consequence of different characteristics of their job and social position that they have obtained, related to their jobs and experiences of their job in that working environment. These feelings towards job may be negative or positive. If the financial profits, as the jobs have certain characteristics, the social status and the hope employees expect from a job are appropriate for the desires of employees, then the job satisfaction has existence. As a consequence of employees' experiences of work environment, their positive attitudes toward overall organization environment is known as job satisfaction.

The scholars presented different kinds of theories to explicate the nature and aspects of job satisfaction. In hierarchy of these theories there is needs theory which explains that job satisfaction is an outcome of how well needs of a person are gained by a job and its environment. Similarly, the proponents of two factor theories describe that in job satisfaction and dissatisfaction, different factors are involved. Satisfaction is influenced by factors of motivation while dissatisfaction is affected by factors of hygiene (Yusoff, 2013). Further, the expectancy theory of job satisfaction describes that workers have various sets of goals and can be motivated if they have specific hopes (Bodilenyane & Motshegwa, 2012). From their last experiences, workers have a tendency to generate expectations concerning the level of their job performance. These theories explore one or another dimension of job satisfaction to explain its nature.

Nowadays, universities have become a variety of knowledge's industries that provide not only an educated workforce to the market but also sources of income. Therefore, their role cannot be ignored. They are playing a fundamental role in human development and socio-economic prosperity. Powerful social, political and economic transformations in the setting in which universities have their existence, as well as considerable changes in the industry of education itself, for example, the method of management of institutions demand that the leaders who are working in universities need to be well developed to cope with 21st century's challenges (Coleman & Earley, 2005; Northouse, 2010).

Institutions of higher level have been established to get international standards of excellence. The need to maintain excellence has placed numerous demands to have effective styles of leadership. In an academic environment of learning, leadership not only stresses the needs of the organization but is inclusive in the mission of the nation (Voon et al., 2009). Hanna and Latchem (2001) conclude that an increasingly uncertain, rapidly moving and full of competition environment is putting change upon the higher educational institutions and that leaders require giving attention to their leadership practices of leadership teaching staffs. The widespread speed of change in our world requires in itself needs flexibility, agility and adaptability of leadership styles and approaches to a constantly-changing landscape.

For the last decade, several researchers had carried out research studies relevant to authentic leadership and its components. Further, its relationship with other factors, mostly with job satisfaction in different settings and regions was also investigated. Wong and Laschinger (2013), conducted a study on authentic leadership, performance and job satisfaction: the mediating role of empowerment and concluded that the more managers were seen as authentic, by emphasizing transparency, balanced processing, self-awareness

and high ethical standards, the more nurses perceived that they had access to workplace empowerment structures, were satisfied with their work, and reported higher performance. Further, Darvish and Rezaei (2011) conducted a study on "the impact of authentic leadership on job satisfaction and team commitment" and revealed that greater level of self- based authentic leadership directly influence commitment and higher job satisfaction.

1.4   RATIONALE OF THE STUDY

In Pakistani context, the concept of self- based authentic leadership has not been studied in detail. Self-based authentic leadership has been known to increase the level of job satisfaction which in result increases the output. Previous literature in Pakistani context has laid emphasis only to investigate only the existence of self based authentic leadership with other factors related to the nature of service but the job satisfaction which is the main area has not been investigated particularly based on public universities. The present study was an attempt to explore self-based leadership as the major motivation factor of job satisfaction. As self-based authentic leadership is very commonly observed in higher education sector, so universities are targeted in this research project to study the current variables. The major objectives of the present study were to investigate the relationship of self-based authentic leadership with job satisfaction of university teachers.

However, it should be noted that these studies were conducted in other regions and institutions of the world which had different approaches to job satisfaction of the employees and leadership styles of the leaders. It is obvious that the leadership styles and job satisfaction varies due to social, economical and political culture as well as the environment of the institutions where they are located. So the researcher was attracted to find out the relationship of self- based authentic leadership and job satisfaction of university teachers in Pakistan. The current research work is useful and productive in the

sense that it would confirm of what kind of relationship exists between the sub-factors of self-based authentic leadership and job satisfaction.

The following model was developed by the researcher on the theoretical model of Gardner et al. (2005), presented in their article titled, "Can you see the real me" ? A self-based model of authentic leader and follower development". Further, the factor of job satisfaction was integrated in the model to explore its relationship with self- based authentic leadership for the current study.

Figure 1.1 *Conceptual Framework*
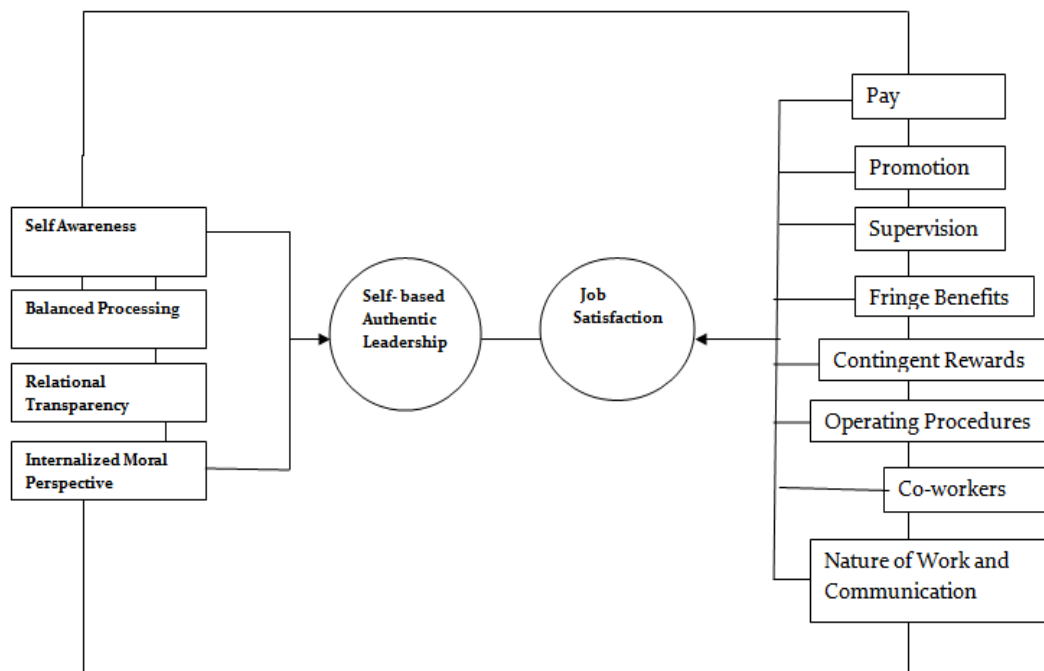
1.5 STATEMENT OF THE PROBLEM

The self-based authentic characteristics can apply to individuals on any work level, authenticity as a means of self-management was a comparatively new interpretation of authenticity and those who practiced it were claimed to have contributed to the work culture through ethical characteristics (Shirey, 2006; Yang, 2014). Wang, Chiang, Tsai, Lin and Cheng (2013) examined authenticity as it related to job satisfaction and found that

authenticity in leadership was positively associated with authenticity in those who follow them. Considering the potential impact on the work environment that such a combination of characteristics can garner, it is important to further understand both the constructs and their impact on organizations (Burris et al., 2013). Van-Quaquebeke et al. (2010) assessed how such perceptions influenced follower self-identification with their leaders as well as job satisfaction levels. Also, a gap in literature was evident when it came to sample variety versus the use of employees from a single organization. A gap in current leader/follower research also existed regarding how the characteristics of lower and higher-ranked workers mutually influenced each other. In order to address the limitation of construct validity, the proposed study utilized the concepts that have been narrowed down into the measurable constructs of self-awareness, balanced processing, relational transparency and internalized moral perspective as well as job satisfaction.

1.6   OBJECTIVES OF THE STUDY

The objectives of the study were as following:

1. To measure the opinion of the university heads of departments about the dimensions of their self- based authentic leadership.

2. To find out the opinion of university teachers about the dimensions of their job satisfaction.

3. To determine the relationship of opinions of the heads of departments about the dimensions of their self-based authentic leadership with the opinions of university teachers about the dimensions of their job satisfaction.

1.7   RESEARCH QUESTIONS OF THE STUDY

1. What are the opinions of the heads of departments about their thinking on the dimensions of self-based authentic leadership?

2. What are the opinions of university teachers about their thinking on the dimensions of their job satisfaction?

3. What is the association between the opinions of the heads of departments (HoDs') about the dimensions of their self-based authentic leadership and the opinions of university teachers about the dimensions of their job satisfaction?

1.8   HYPOTHESES

The following null hypotheses regarding the trend of opinion of the HoDs' on the dimensions of self-based authentic leadership were tested at the 0.05 level of significance.

Ho1:   The HoDs' did not show statistically significant trend of opinion about the dimension of self-awareness on self-based authentic leadership.

Ho2: The HoDs' did not show statistically significant trend of opinion about the dimension of balanced processing on self-based authentic leadership.

Ho3: The HoDs' did not show statistically significant trend of opinion about the dimension of relational transparency on self-based authentic leadership.

Ho4: The HoDs' did not show statistically significant trend of opinion about the dimension of internalized moral perspective on self-based authentic leadership.

The following null hypotheses regarding the dimensions of university teachers' job satisfaction were tested at the 0.05 level of significance.

Ho5: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of pay.

Ho6:   The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of promotion.

Ho7: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of supervision.

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Ho8: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of fringe benefits.

Ho9: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of contingent rewards.

Ho10: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of operating procedures.

Ho11: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of co-workers.

Ho12: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of nature of work and communication.

1.9   SIGNIFICANCE OF THE STUDY

The intent of this study was to explore the relationship between self-based authentic leadership with job satisfaction of university teachers. The aim of this research study to investigate that whether self-based authentic leadership has association with the job satisfaction in the field of education at university level. This study support to the knowledge base of the influence of heads of departments' self-based authentic leadership as linked to the all job satisfaction of university teachers and is relevant to understand what builds teachers feel satisfaction enough to continue in their chosen career for a long time and not to follow other career paths.

This research study will also be helpful for the educational authorities to establish standards for head of department as self- based authentic leaders and will take suitable steps for job satisfaction of faculty teachers. The study result will lead to increase relevant research based on knowing the importance of self- based authentic leadership in the local context. The study results will provide an insight to different agencies to do work for bringing appropriate changes in the concerned areas explored by this study. The results of

the study will also help the stakeholders and also provide guidelines for policy makers to bring improvement in the training programmes for the leaders. The results of this research study will help those future researchers who intend to undertake research studies in this field.

1.10   DELIMITATIONS OF THE STUDY

Saeed and Ali (2019) quoted Kedian et al., and said that the changing situation in social faculty circles needs fair and honest heads of departments (HoDs') who have the attribute of self-based authentic leadership.

Keeping in view the financial and time constraints the study was delimited to:-

1. The 10 public sector universities located in and chartered by the Khyber Pakhtunkhwa Government where co-education system was existed.
2. The social sciences departments i.e (Economics, Education, Journalism, Islamic Studies, Political Science, Sociology, International Relations and Pakistan Studies).
3. The heads of departments (HoDs') of faculty of social sciences.
4. The university teachers serving in the social sciences departments.

1.11   METHODOLOGY

This was a co- relational study in nature. Survey method was used to collect the data through questionnaires.

1.11.1   Population of the Study

The population of the study was consisted of 304 (44 heads of departments and 260 university teachers), as identified by the central administration offices of the selected universities. The population belonged to social sciences departments from 10 public

universities located in Khyber Pakhtunkhwa where co-education system was existed (Retrieved from www.hec.gov.pk on dated 03/03/2015).

1.11.2 Sample and Sampling Technique

The sample for this quantitative survey was all the 34 (26 male and 8 female) heads of departments and 250 (154 male and 96 female) university teachers excluding the 20 participants (10 heads of departments and 10 university teachers) who participated in the pilot study. When the total population is taken as a sample then the question of sampling has no relevance (Cohen et al., 2007).

1.11.3 Research Instruments

A standardized questionnaire titled as Self-Based Authentic Leadership Questionnaire (SALQ) developed by Avolio et al., (2007) is consisted of 16 items, based on the four factors of authentic leadership, was used to investigate the views of the heads of departments regarding self-based authentic leadership. The other standardized questionnaire entitled as "Job Satisfaction Survey" developed by Spector in 1994 which consisted of 34 items was used to investigate about the job satisfaction of the university teachers. Spector (2011) permits researchers to utilize his survey questionnaire for research or non-commercial educational purposes.

1.11.4 Data Collection

Data were collected from HoDs' through standardized Self-Based Authentic Leadership Questionnaire (SALQ) and from university teachers through Job Satisfaction Survey (JSS) questionnaire to investigate the relationship of self-based authentic leadership with job satisfaction of university teachers.

1.11.5 Data Analysis

The collected data through standardized questionnaires were tabulated, analyzed and interpreted according to the objectives and hypotheses of the study. The Authentic Self-

Based Leadership Questionnaire (SALQ) had 16 statements which measured the self-based authentic leadership of HoDs' by evaluating four dimensions of self-awareness, balanced processing, internalized moral perspective and relational transparency. The HODs' trends of opinion on four dimensions of self-based authentic leadership were estimated by testing four null hypotheses and university teachers' trend of opinion on eight dimensions of job satisfaction by testing hypotheses at the 0.05 level of significance.

1.12 CONCEPTUAL DEFINITIONS OF MAJOR TERMS

1.12.1 Leadership

Leadership is a process where a person (the leader) influences a group of people (followers) to gain a common goal.

1.12.2 Self-based Authentic Leadership

It refers to that kind of leadership where a leader really keeps the beliefs that he/she really espouses.

1.12.3 Self- awareness

Where, a leader constantly comes to know about his unique strengths, talents, sense of purpose, beliefs, core values and desires.

1.12.4 Balanced Processing

It refers to looking at the followers' views and objectively analysing them before making a decision, requiring leader's awareness of his biases.

1.12.5 Relational Transparency

It explains the honest and open communication of a leader and his/her relationships with followers.

1.12.6 Internalized Moral Perspective

The capability of a leader is to establish actions and behaviours on interior morals and values, controlling for exterior pressure and influence.

1.12.7   Job Satisfaction

It refers to general view of positive attitudes of an employee towards his/her job.

CHAPTER 02

REVIEW OF RELATED LITERATURE

2.1   NATURE, SCOPE AND HISTORY OF LEADERSHIP

Leadership has been defined as: "a behavior; a style; a skill; a process; a responsibility; an experience; a function of management; a position of authority; an influencing relationship; a characteristic; and an ability" (Northouse, 2007). According to Oladipo et al. (2013) the success or failure of an organization, nation and a social unit has been mostly credited to the nature of their leadership style.

A leader is a person who keeps the powerful authority or influence (Webster, 2010). It is considered the capability of a leader to establish the vision for an organization, play a role of motivator for other individuals and give courage them as well to meet the level of the vision. These goals can be achieved if there is existence of a an environment of sound relation between the leader and his followers (Guthrie & Reed, 2010). Leader is an individual who keeps people together keeping in mind the advantages of an organization or institution along with keeping the respect of the subordinates. It is considered essential that the leader must keep a crystal vision and doing work for the welfare of the followers (Mehmood, 2012). It is examined that being a manager, leader and supervisor gives authority to a person to establish some particular tasks and goals in the institution or organization (called assigned leadership). This power does not grant him a power of leadership; it makes him merely a boss. Leadership is distinguished in that

sense that it fabricates the desire of the follower to achieve top goals (called emergent leadership) instead of ordering individuals to be present around him (Rose, 2012).

Leadership has been broadly studied for more than past hundred years (Riggio, 2009) and until recently, the researchers did not agree upon a single definition of it. Majority of definitions indicate a practice which incorporate intentionally influencing others to gain shared and individual goals (Yukl, 2010). The job of leadership is to develop and influence followers and others to gain the expected outputs successfully through relationship, social contact and affirmation, crystal and fair social procedures encircling strong moral core values (Avolio & Gardner, 2005; Macdonald, Burke & Stewart, 2006). Its efficiency can be evaluated by the actions and effective straight production of followers such as performance, gaining goals, income and other indicators which lead to production such as satisfaction, absenteeism, voluntary turnover and commitment (Avolio & Gardner, 2005; Yukl, 2010).

Trottier et al. (2008) quoted Bass view that leadership has its existence from the time of interaction among the people and it still exist in all cultures regardless of their social or economic structures. The quality of leadership is not limited to human beings but this can be observed in ancient forms in several animal species, from vertebrates of low level like chickens to higher level primate such as whales and gorillas. Through experimentations and studies, specially carried out in the real natural environment of animals, this can be derived that there exists an obvious hierarchy or "pecking order" of leadership (Bass & Avolio, 2000).The leadership of such kind gives privileges to those who have it.

"A person having a strong leadership capability will be an example or role model to their employees, because the leader who has the ability to effectively gain some good

results or achievement gets the trust and admiration of their employees, and unconsciously changes their values, beliefs, behaviour and attitudes, for imitation is the sincerest form of flattery" (Grint, 2007). A quality of effective leadership is that it provide a crystal path to its followers, and also lead its followers to do commitment to their jobs and to work as a team to gain the goals and objectives of organization (Wasim & Imran, 2010).

2.1.1 MANAGEMENT VS LEADERSHIP

"There is a long-lasting debate about the distinction between management and leadership, as all managers do not apply the principles of leadership. Mostly it is thought that anybody in managerial position is a leader as all leaders do not manage. Some scholars' views are that leadership and management overlap; the two actions are not one and the same" (Baas, 1985). This level of overlapping is a position of difference (Yukl, 2010). Leadership and management involve a separate set of behaviour or job. Even management and leadership have similar principles, such as dealing with people, attaining the purposes of the institutions, but they are distinctive in their primary functions.

The Management is a procedure which is applied to gain certain set of objectives by utilizing the available resources effectively (Kotterman, 2006). It is practice which is utilized to achieve the organizational goals. To gain the short term goal is the main target of the manager, avoiding any types of risks, making standard to raise the efficiency level. Leadership and management have same roles, it is essential to distinguish between the jobs they perform. The most essential difference between the leaders and managers is their approach they have to achieve their goals (Algahtani, 2014). Managers, use formal power to sustain his control but leader support his followers by using his vision, inspiration and motivation (The Guardian, 2013).it is critical for the success of an organization to make a

balance in the role of a leader and manager. Furthermore, it is necessary for a manager to behave like a leader to become a successful (Mullins, 2010).

Leadership and management are two distinguish aspects, management is more like to manage the business through traditional way, which provide full power for controlling the organization and on individual basis will establish a direction and direct their workers to perform their work as being directed planned by the owner. But, other hand leadership occurs when a leader provide guidance to the employees towards the goals of the organization, all the time struggling continue communication with their employees and motivate them to ensure that they are in the right point to utilize their talents and commitment to their jobs. "Leadership strategies also will change according to the current trends when necessary; unlike management that only follows it's old, traditional rules" (Graetz et al., 2010).

The major job of management is to create orders and associations through processes such as budgeting, planning, organizing, staffing and problem solving. On the other hand the main job of leadership is to bring movement and productive changes through performances, such as making a direction through enlighting individuals, visioning, motivating and inspiring.

2.1.2 Theoretical Background of the Study

The concept of this study was taken from the model developed by Gardner et al. (2005) under the title "Can you see the real me?" A self- based authentic and follower development". The model of Gardner et al. (2005) posits that the first main element which plays its role in development of authentic leadership is the leader's self-awareness. This factor includes the identity, values, goals and emotions of the leader. The other fundamental factor of this model is leader's self-regulation. This factor includes

internalized regulation, balanced processing of information which means the unbiased gathering and interpretation of self-related information and authentic behaviour. It also includes relational transparency which assumes that the leader shows high degree of openness, self-exposé and belief on close relationship.

The satisfaction of teaching field as a profession is important as it is associated with the teachers' effectiveness which leads to the accomplishments of the learners. The teachers give opportunities to improve the level of learning. It is assumed that if teachers have satisfaction from their jobs, then their duties will be delivered by them effectively. It is mostly observed that the results of an organization or institutions are less than its expectations (Chaudhry et al., 2014). There may be various reason but the research studies indicate that the satisfaction or dissatisfaction of teaching faculties has a lot of role in decline or improvement of education. As a consequence, the researchers are profoundly concentrated to search out the features which have affect on the personality of the teachers and take them to satisfaction or dissatisfaction towards the job that they are asked to perform.

Chaudhry et al., (2013) say that job satisfaction is thought as one of the major and central indicator of success and effective operation of an establishment, association or institution. The job satisfaction of employees improves the production and effectiveness of work. "The performance of a teacher is straightly related to the plan of pleasure or displeasure of his/her job" (Chaudhry et al., 2013). Hence, all these things make the researchers interested to seek out those factors which cause the satisfaction and dissatisfaction at the work place

The success or failure of organizations and corporations throughout the globe can be credited to leaders and leadership (Yukl, 1998). Higher educational institutions may not

be excluded from this spectrum of reality. This made the study of leadership necessary and related for the progress of higher educational institutions presently and in the future. In the aftermath of more than a decade of economic, political and social upheaval, there is a need for honest, open and trustworthy leaders (Owusu-Bempah, Addison, & Fairweather, 2011 ; Northouse, 2013;). World went in the midst of a serious financial crisis: unemployment is up, homes are going into foreclosure, and every day it costs more and more just to get by (Bates, 2008). There was continuity of political conflicts among the different countries of the world, conflict of America with North Korea and Iran are best examples in this regard. The world also passed through a severe period of terrorism which caused numerous causalities in different parts of the world. After studying the related literature the researcher has found a gap for research in this particular area and decided to make a model and explore the relationship among the variables related to the topic. The researcher has delimited this study to those variables upon which most of the researchers agreed and excluded the controversial factors from the study i.e positive modeling, self- efficacy and ethical behaviour.

There are multiple factors which influence the capability of leaders to lead others successfully and leadership studies and research central to the characteristics of a good leader are abundant. Throughout the human history, women have played the role of leadership in their communities and families. They have nurtured the children without any payment, took care of the old members and provided hospice to the dying and sustained their communities (Schaaf et al., 2012). Chin et al. (2007) found that female mostly in search of leadership position to gain the goals of social justice, trying to base their vision on transformational approach, looking for empowering others, and are committed to uphold ethical principles. It has been observed that the styles of women leadership intentionally different and more transformational and collaborative than men. (Chin, 2011;

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Hoyt, 2010). Women, stressed Hoyt (2010), are no less effective at leadership, committed to their work, or motivated to take on prestigious roles of leadership than men.

Women in educational leadership are a minority in Pakistan (Rarieya, 2007). Numerous research studies have been conducted based on the styles of leadership of men and women Several researchers have found through their research that there exist diverse distinguishes in way of male and female leadership, on the other some have investigated that the decision of availing of leadership style depends on the situation, regardless of the gender of leader (Fine, 2009). There is a group of researchers who proposed that both men and women lead in the same way, depending on their positions or situations. There are many resemblances between women and authentic leaders, including: to focus on relationships, to strengthen followers, and affecting greater change (Thornhill, 2011). Changes in systematic way will provide opportunities for women to lead in authentic way, which in a result; will give numerous advantages (Roberts, 2007).

At the higher professional position the representation of women is disappointing. Even women at the administrative career line are scarcer. In the real words only few women assume the positions for example dean, provost, president or chancellor. An exception is in traditionally female fields such as nursing and education (Dugger, 2009). Batool et al. (2013) conducted a quantitative study on women's representation in higher education management in Pakistan. They determined that structural dimensions e.g networking, mentoring, selecting and promoting practice and equality of gender are hindrances in the advancement of women.

2.1.3 Brief History of Leadership Theory

In its widest sense leadership means the influence that an individual (the leader) keeps on other (followers) to act following a particular way (Yukl, 1998). Those Leaders,

who are efficient, provide planned strategy for the organization, giving motivation and coaching to weak performance. Further, they apply and elucidate organizational policies which make sure organizational function, provide safety to the necessary resources (Jex, 2002). Kiersch (2012) said that the leaders in organization require knowing what type of leadership actions and features meet expectations of society. They also require knowing that how these leadership actions and characteristics are thought by subordinate and hence definitely influence the outcomes of organization. Further, they need to know the boundary conditions that build the leadership more or less impactful.

The society also expect from their leadership to exhibit behaviours that matched with their core social values, where leaders are concerned about the wellbeing of the society instead of deceiving (Gardner et al., 2011; Peus et al., 2012). These corporate practices and the wider demands of the society have led to a growing interest on leadership and authentic leadership. Gardner et al. (2011) suggested that ethical behaviour and authenticity have become vitally significant in current organizations. The increasing demand from society for more, integrity, transparency and ethical behavour within organizational structure has brought about the development of authentic leadership (Gardner et al., 2011).

For the last several decades focusing on leadership from different angles, currently the attention is shifting (Luthans & Avolio, 2003). It carries to the experimental research on leadership in current social scenario, to distinguish it from theories focused on traits, theory of contingency and theory of behaviour to self-regulation (Avolio & Chan, 2008). This concept which is based on self, promotes deeper self- knowledge, which helps to test its current global perspective and to find out how action are transformed, inculcated and perceived (Shamir & Eilam, 2005).

2.2   THEORIES OF LEADERSHIP

2.2.1   Great Man Theory

Thomas Carlyle proposed this theory in 1840, which suggested that history can be mostly explicated by the impact of heroes and great men, individuals with high influence who, due to of their self wisdom, intelligence, political expertise or charisma utilized their power in such a way that they had a important impact in history. Carlyle (1888) stated that the history of world is merely the biographical draft of great men. He further said that heroes establish history by using both their personal attribute and divine inspiration. The Great Man theory assumed that the capability for the position of leadership is inner, which means that a great leader is born, not made. This idea mostly depicts leaders as mythic, heroic and designed to emerge on leadership positions when required. The word "Great Man" was used at that time, when leadership was considered generally a quality of male, particularly military leadership.

2.2.2.   Trait Theory

Gordon Allport is considered an early founder of the study of traits, who also referred it as dispositions. Allport (1937) suggested three trait levels, first is cardinal level trait which form the behaviour of individuals. These are the dominated obsessions/ passions, for example wish for money and reputation etc. At second level is the central trait, which is a general characteristic and is founded in every person to some extent. These are the fundamental building blocks that make our behaviours even though they are not as overwhelming as basic traits. Honesty would be an example of central trait. At the final level are secondary traits which are such kinds of characteristics which can be observed in certain circumstances (e.g specific kinds of likes or dislikes from which a

closed friends may be aware). These traits must be incorporated together to provide a whole reflection of complicated nature of human being (Allport, 1937).

Mullins (2008) added two further limitations to the trait approach:

> ➢ There is bound to be some subjective judgment in determining who is regarded as a "good" or "successful" leader.

> ➢ The list of possible traits tends to be very long and there is not always agreement on the most important trait.

Even if it were possible to identify an agreed list of more certain qualities, this would give a little clarification of the nature of leadership. It would do little to help in the development and training of future leaders (Mullins, 2008).

2.2.3 Contingency Theory

Fielder (1967) suggested the contingency theory of leadership in his famous article, "A contingency Model of Leadership Effectiveness". This theory stresses on the significance of both the leader's personality and the situations in which the leader do his/her job. Fielder and his associates researched on the job of leaders in different contexts but in general in military background and built their model on the results of research. Contingency theories stressed on particular types of factors which have relation to the environment that might decide which style of leadership is the best for a certain situation in a workplace. This theory suggests that not a certain style of leadership is appropriate in all circumstances. Success occurs due to numerous kinds of variables including situational characteristics, leadership's style and qualities of followers (Charry, 2012).

2.2.4 Contextual/Situational Theory

This theory was suggested by Paul Hersey and Ken Blanchard when they were working on management of organizational behaviour. Hersey and Blanchard (1969)

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described leadership style in words of the quantity of relationship behaviour and task behaviour which a leader gives to his/her followers. Effective leader requires being flexible and must adjust himself/herself according to the circumstances. Situational theory assumes that a leader chooses the best course of action established on contextual circumstances or conditions. The theory of situational leadership requires to understand the situation logically and response it with suitable way, instead of a leader having charismatic feature with a large group of followers of dedicated nature (Graeff, 1997; Grint, 2011). Ghazzawi, Shoughari and Osta (2017) quoted Cnaff and Wright and said that in order to gain the desired goals, the situational leaders provide a suitable guidance and support the task of their followers. This kind of leaders must also tackle the problems innovatively and rapidly in order to overcome them. This, according to studies, is highly correlated with the improvement of employee's productivity. It surges on behaviours of leaders as either focusing on task or people. This cements its inclusion as a behavioral approach to leadership (McCleskey, 2014). It suggests that a leader selects the best way of action established upon situational condition or circumstance. For making different types of decisions there is need of different styles of leadership to be more appropriate (Amanchukwu et al., 2015).

2.2.5   Participative Theory

This theory describes that a leader gives direction to the members of a group, but he/she also participates in the group activities and permits input from other group members. A participative leader motivates the members of the group to be involved, preserves the final declaration when making a decision. In this model of leadership, the followers feel their involvement in the process and are more motivated and creative (Lewin, 1939). Theories of participative leadership suggest that the best leadership style is that which gives space of input from others. A participative leader encourages contribution

and participation from members of the group and helps them to feel relevant and committed to the process of decision-making. A manager who follows the participative leadership theory, rather than making all the decisions, seeks to involve his/her subordinates, hence improving commitment and increasing collaboration, which leads to better quality decisions and a more successful business (Lamb, 2013).

2.2.6   Transactional/Management Theory

The theory of transactional leadership for the first time was declared by Max Weber in 1947 in his socio-economic consideration in the organization. It took 27 years, when the professional and academic audience confirmed his definition of leadership after his death and reprint of his book appeared. He suggested that there are three types of leaders and leadership. The first one is bureaucratic transactional leaders, who use normative, rules and regulations rules, strict discipline and systemic control to gain leadership. The second type is that of traditional leadership who believes in the authority of management on traditional basis. Faithfulness and individual loyalty of subordinates are major characteristics of this kind of leadership. The third type is of charismatic leaders who are characterized by the qualities of illumination, heroism and dedication. Employees follow on the basis of personal trust in the leader and his/her intentions, deliberately agree to have belief in his/her vision, charisma and mission (Weber, 1947).

This theory stressed on the managerial role, organizational and group related performance and the exchange that occurs between a leader and his/her followers. These leadership's theories have been established on the system of reward and punishment (Charry, 2012). To obtain compliance from their subordinates the transactional leaders make usage of punishments and rewards. They acknowledge the formation, goals and environment of the then organization. They are agreeing to sustain their jobs in the present

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system and converse to accomplish the goals of organizations. They have an inclination for thinking inside the box to make solution of the problems. Transactional leadership is basically inactive and the behaviours generally associated with this type of leadership create criteria for followers' rewarding and sustaining status quo (Odumeru & Ifeanyi, 2013).

2.2.7   Relationship/Transformational Theory

Transformational leaders take care of their followers and know their influence of their behaviours on the team, and in search of development of followers who are motivated by their internal values and as a consequence more associated with the leader" (Avolio & Yammarino, 2002). Burns (1978) said that relationship/transformational leadership happens when "one or more individuals connect with others in such a way that leaders and followers raise one another to higher degree of morality and motivation". Relationship theory which is also known as transformational theory, gives attention on connection created between leaders and their followers. It expresses that procedure by which a person connect with others and is capable to "generate a connection" that leads to increasing the level of morality and motivation in both leader and his/her follower. Over the last 30 years, transformational theory has been "the single most studied and debated idea within the field of leadership" (Diaz-Saenz, 2011).

Mekee (2013) quoted Bass that "there are four dimensions of transformational leadership; these are inspirational motivation, idealized influence/charisma, intellectual stimulation and individualized consideration". Mekee (2013) thought that influence is the level to which a leader take action in an admirable way which makes followers identify with his/her leader. A leader plays a promoting role for his followers and a source of appealing for them on emotional level.

Transformation leaders are those who take care of his or her followers using such a method that their collective powers meet the potential and requisites of the organization (Burns, 1978). A transformational leader works with his followers to gain the goals by uplifting motivational factor through generating a support system. This kind of leadership consists of behaviour which encourages subordinates by enhancing performance ahead of opportunities while encouraging new approaches to resolve problems and promoting changes in order to meet the vision of organization effectively (Bass, 1985; Bass & Avolio, 2000). Four components or factors of transformational leadership emerged up to the date. These components include "idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration" (McCleskey, 2014). The theories of relationship are mostly compared to the theories charismatic leadership in which leaders with particular qualities, such as confidence, unreservedness and crystal defined values, are observed as best able for motivating the followers (Lamb, 2013).

2.2.8 Authentic Leadership Theory

George (2003) developed this theory and describes authentic leadership as a style that is linked with the personality of a leader and his core values, honesty, ethical and practical nature. He assumed that hard work and developing his qualities of leadership leads anyone to become an authentic leader. An authentic leader is dedicated to life-long personal growth and committed to establish permanent relationships and strong organizations. It is one of the most recent theories of leadership and still is in the initial stages of development. Therefore, there is no clear definition of authentic leadership upon which the experts have been agreed. However, it tells about such kind of leadership that draws on both high level of developed context of organization and positive psychological capacities and "If leaders are authentic, they will have greater self-awareness and self-regulated positive behaviours, which in turn will create positive self-development"

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(Luthans & Avolio, 2003). Ilies et al. (2005) stressed that authentic leader is likely influences positively the behaviour of his followers because such a leader gives a senses of self-determination, security, and trust, which makes the followers to focus their potentials on goal-related activities and on searching different ways to solve the problems and benefitting from opportunities.

Gardner et al. (2011) add that an authentic leader has an open collaboration and communication with his followers, which causes of positive performance output. Furthermore, they prompts self-esteem and motivation of followers, which results in trust in the leaders, commitment and satisfaction of work (Walumbwa et al., 2010; Wang et al., 2014). "Leadership is demonstrated through human relationships between leaders, followers and the shared goals they desire to gain" (Bennis, 2007). A follower's development may depend on the capability of leadership to promote inclusivity. Additionally, it leads to inspire an environment which creates possible continuous growth and learning for teams, peoples and leadership (Stevens et al., 2008; Gardner et al., 2005). These actions are linked to authentic leadership, thought to produce an atmosphere that gives a comprehensive, moral and strength based environment based on positive psychology (Avolio & Gardner, 2005). The theory of authentic leadership is the latest theory of leadership and is considered an extension of authenticity and established on the roots of positive psychology (George, 2003; Avolio, et al., 2004; Gardner, et al., 2005 ; Ilies et al., 2005; Wang et al., 2010). The intention of authentic leadership is to regain confidence, hope, and resilience and trust (Avolio & Gadrner, 2005) and to construct meaning, purpose and self- awareness with the follower (Walumbwa et al., 2008).

Leadership approaches concentrating on traits, behavioural or contingency approaches have not ended (Sashkin, 2004). What is new about the current investigations in leadership? It is the incorporation of different leadership approaches into new

leadership theories. The new theories of leadership may be seen as the hybrid-integrative perspectives. The example could be the hybrid structure of executive leadership where behavioural, cognitive, strategic and visionary leadership theory perspectives are linked (Antonakis et al., 2004). The authentic leadership theory could also be seen as a hybrid theory where the trait, cognitive, behavioural and transformational perspectives interweave.

From the evolutionary perspective, authentic leadership theory is a latest leadership paradigm which could be discussed together with transformational, servant, charismatic, ethical or spiritual leaderships. Authentic, charismatic, transformational, servant and spiritual leadership theories are closely related. Ethical, servant and spiritual leaderships, as well as authentic leadership, are the emerging constructs seen as the value-driven leadership approaches (Walumbwa et al., 2008). What is common to all modern leadership theories is a transforming component which could be described as the leadership potentiality to achieve higher results by empowering followers through cherished values, attention to followers' needs and motivation. Transformational, charismatic, servant and spiritual leaderships are factors which incorporate vision as a central factor. An authentic leader may be a visionary leader too (Avolio & Gardner, 2005).

Authentic leadership is characterized by authenticity component which includes such features as knowing oneself, demonstrating relational transparency, positive psychological capital, followers' identification with leaders and their values (Shirey, 2006; Avolio & Gardner, 2005). When comparing authentic leadership with other contemporary leadership theories, the key distinctions of authentic leaders are as follows: the deep sense of self, concept of self or self-awareness (Avolio & Gardner, 2005; Shamir & Eilam, 2005; Shirey, 2006; Walumbwa et al., 2008), high self-resolution (Shamir & Eilam,

2005), self-regulation (Avolio & Gardner, 2005), knowing his/her beliefs and values and acting in accordance with them, internalized moral perspective (Shamir & Eilam, 2005; Shirey, 2006; Walumbwa et al., 2008), self-expressive behaviour (Shamir & Eilam, 2005), relational transparency and balanced processing (Walumbwa et al., 2008). Eagly (2005) stated that these theories developed, were curiously one-sided and focused only on the characteristics and authenticity of the leader. She proposed that any definition of authentic leadership must incorporate the view and acknowledgement of followers that the leaders are behaving authentically and labeled it as relational authenticity.

2.3 AUTHENTICITY

The origin of the term of authentic can be traced to the Greek word, authento, which means "to have full power" (Trilling, 1972). It describes the idea of authentic action whereby a person is the holder of his/her personal domain (Kernis & Goldman, 2006). "It is better to understand it as an element of continuum where leaders and their followers are becoming more and more authentic, the more they are preserving their true values, preferences and identity" (Copper et al., 2005, p-32). "Authenticity is owning one's personal experiences, be their thoughts, needs, emotions, preferences or beliefs, processes captured by the injunction to know oneself and working according to the real self" (Walumbwa et al., 2008, p-173).

Authenticity in the domain of leadership means leaders who possess the ability of processing information about themselves effectively. It is a skill of adjusting their behaviours in leadership according to their own selves, an obvious individual identity and capability to synchronize their priorities with the needs of community (Chan, Hannah & Gardner, 2005). "To be authentic means to be natural, original and not a copy" (Shamir & Eilam, 2005). It incorporates personal experiences (values, beliefs, thoughts and feelings)

as well as behaving according to one's own true self (Gardner et al., 2005). Authenticity is an intended practice that goes beyond self-awareness. A basic element of authenticity is self-regulation (Gardner et al., 2005).

Thornhill (2011) is of the view that "self- regulation includes: balanced processing of information, internal regulation, relational transparency and authentic behaviour. Internal regulation is ruling one's behaviour based on the core self as opposed to giving space to external pressure". Balanced processing includes reflecting on decisions and events in an honest and accurate way and not over or under stating one's skills. Relational transparency is being open and forthcoming with information and the process by which decisions are mad. Harter (2002) defines authenticity which includes two components, namely, knowing one's "true self" and "acting in accordance with that true self". Based on these two elements, it becomes clear that authenticity is a reflexive and subjective process and therefore, if an person believes he or she is authentic, then that belief would be true for that person (Harter, 2002; Avolio & Gardner, 2005)

2.4   AUTHENTIC LEADERSHIP

Ford & Harding (2011) said that for the first time the word 'authentic leadership' was utilized by one of the leading writers on leadership, Bass, in a debate which specified the extents of transformational leadership's theory for which he was renowned. He introduced in his new model the idea of authentic leadership following analysis relating to the darker face of charisma and the potential for authoritarian and narcissistic managers to masquerade as transformational leaders. Avolio and Gardner (2005) said that "authentic leadership is the highest end of leadership". The authentic leadership is a style or a model of leadership in which the leader is true to himself while is observed by the followers as an honest, sincere and complete individual (Bento & Ribeiro, 2013). Authentic leadership

keeps stress on the development of self awareness and self knowledge, the needs to know one's susceptibilities and limitations, and acknowledgement of the significance of a moral range and high standards of ethics to guide the behaviour of leadership (Ford & Harding, 2011). Duignan and Bhindi (1997) highlighted the fundamental assumption of authentic leadership as "authentic self, relationships, learning, governance and organization, through significant human values, to leadership and management practices that are ethically and morally uplifting".

Rader (2015) quoted Luthans and Avolio and is of the view that "construct of authentic leadership, was conceptualized based on the roots of positive psychology". Gardner et al. (2005) introduced two main elements in the construct of authentic leadership (1) self-awareness and (2) self-regulation, for both leaders as well as followers. Self- awareness is considered as a permanent procedure of self-development and self-reflection. By reflecting through introspection, authentic leader gains transparency and concordance matching to his/her core values, identity, goals, motives, capabilities and talents. Another element of authentic leadership is considered as self-regulation. This idea includes balanced processing of information, internalized regulation, authentic behaviour and relational transparency.

Balanced processing is considered the unbiased collection and interpretation of self-related information instead of its positivity or negativity. Internalized regulation means internally motivated regulation by leader's internal core self, as opposed to exterior forces. Authentic behaviour is understood as driven by the genuine self of the leader as reflected by beliefs and core values. Relational transparency means openness and self-disclosure displayed by the leader. Walumbwa et al. (2008) lately described that authentic leadership is a nature of leader behaviour which sketches upon and endorses both a positive ethical climate and positive psychological capacities. "It promotes greater self-

awareness and internalized moral perspective, balanced processing of information and relational transparency on the part of leaders working with followers, fostering positive self-development" (Walumbwa et al., 2008).

Authentic leadership is not only limited to being ethical but includes three other factors as well i.e. balanced information processing, self-awareness and relation transparency between the leader and his followers (Walumbwa et al., 2008). Even though authentic leadership might have a direct influence on the behaviour of the followers (Gardner et al., 2005; Ilies, et al., 2005; Harvey et al., 2006; Jensen & Luthans, 2006), this influence is more powerful and inspiring if followers have identification with their leaders. It is essential for management to move towards a leadership style that permits for the empowerment of employees (Carson & King, 2005). Scholars have identified a kind of leadership termed as "authentic leadership" where authentic leaders explore traits such as sincerity, honesty, ethics, high moral standards and trustworthiness (Avolio et al., 2004; May, 2004).

Whitehead (2009) and Walumbwa et al. (2008) viewed that authentic leaders : (1) are self-aware, always in search of development, humble, know about their followers and look out for the advantage of others; (2) promote high degree of trust by making a moral and an ethical framework; and (3) are devoted to organizational achievement within the construct of social values. Maric,et al., (2013) quoted Clapp-Smith, Vogelgesang and Avey said that "authentic leadership extends across numerous domains, because the ever-changing geo-political, technological and economic developments that demands from the leaders to be transparent, to adapt, be aware of their values and lead organizations with an ethical perspective". Further they viewed that the process of authentic leadership is suggested for influencing the behaviours and attitudes of followers through trust and psychological capital. Eagly (2005) claimed that authentic leadership develops along with

the followers of leader, and that this has no significance without them. Avolio and Gardner (2005) claimed that authentic leadership is unfixed and roots up from a perspective of development. This may be developed and promoted by learning from leaders.

Multi-dimensional influence of authentic leadership which reaches all workforces is the main reason and due to this reason, most of the researchers of leadership are looking into it. Authentic leader is an individual who keeps high level of authenticity. He/she has awareness about himself/herself, what he/she appreciates and what he/she believes in. Similarly, according to his/her beliefs and values, he/she has interaction with others (Avolio & Gardner, 2005). "Authentic leaders are self-confident, full of hope and optimism, trust and ethic" (Cooper et al., 2005). Authentic leaders act according to their values and try to gain truthfulness and openness in their relationships with followers (Gardner et al., 2005; Walumbwa et al., 2010). Authentic leaders are more likely to perform and encourage answerability among their followers. Authentic leaders have a highly developed sense of accountability – they know ethical and moral consequences of their behaviours (Avolio et al., 2004).

Wong and Cummings (2009) suggested that authentic leaders pay focus to individually listen to his/her followers hence, to give them a voice in his daily-based work environment. Northuse (2013) is concerned when telling about research on the subject of authentic leadership. According to him, it is essential to exactly and definitively evidence that authentic leaders bring out good results for organizations. On the other hand, the followers are well aware from the personality of their leader.

2.5   SELF-BASED AUTHENTIC LEADERSHIP

Authenticity is 'self-referential' not involving the clear relationship with others but instead, as Erickson (1995) stresses, "existing wholly by the laws of its own being".

Avolio et al. (2004) stressed that the more a person stays true to his emotions, identities, preferences and core values, the more he becomes an authentic leader. The basic genuine self of an authentic leader is inherently good. Being such a real leader will hold the pressure and stress which is faced by the organizations all over the globe in the present times (Avolio & Gardner, 2005). Authentic leaders must be ready to explore themselves through their performances and behaviours and the self that is explored must be the authentic self. "The capability of leaders to be identified as trustworthy and to grow authentic and effective relationships is largely a job of their personal identities and their self-awareness in understanding and making accommodations for their weaknesses" (Caldwell, 2009). It shows that an authentic leader must be ready to present himself through his behaviour and performance and the self who is exposed must be an authentic self.

Caldwell and Hayes (2007) proposed that "core beliefs about self, others, divine's nature, the past, current reality and future are significant to self-understanding and self-assessment. This kind of inventory makes one capable of describing reality in understanding both the self and one's responsibilities to others". Goffee and Jones (2006) noticed that our duty to gain self-knowledge and self –awareness is linked with how we are seen by others, is a key to know our identities and become more authentic. Ackerman (2005) identified significance of the clarifying and understanding our core beliefs is an important factor to self-understanding, the undertaking of self-correcting actions and goal accomplishment – including the essential process of knowing how we deceive ourselves. The capability to be self-aware and to know the nuance of who we are and how we connect with individuals are basic factors of social and emotional intelligence (Albrecht, 2006; Goleman, 2006). "To understand oneself and being open to feedback is necessarily being perceived as genuine and authentic," (Sparrowe, 2005; George et al., 2007).

Walumbw et al. (2008) addressed the personal perspective of the leader, which is established on a combination of four factors utilized in a growing number of empirical studies. The first is self-awareness, i.e. understanding of personal strengths, weaknesses, emotions, beliefs and values along with their influence on followers. Relational transparency is the second element, which is based on the exploration of thoughts, information, and sincere emotions of the leaders to his followers. The third factor is treatment of information in a balanced way, i.e. unbiased openness to contradictory viewpoints on oneself and questioning of one's positions. The last factor is an internalized moral perspective, which describes the capability of the leader to keep actions and behaviours upon internal moral values, controlling for external pressure and influence. "Being authentic leaders mean to constantly struggling to be one, which is thought to be reflecting in the efforts to personify the managerial work, something that seems to be common, but in general as an aspiration, claim or a belief" (Sveningsson & Alvesson, 2016). On the other side of these circumstances, is mostly thought as an appearance of false, fake, or non-authentic management and leadership (Fairhurst, 2007).

The procedures through which leaders make meaning of particular events and life experiences are vital factors of authentic leadership (Shamir & Eilam, 2005). Thornhill (2011) said that using of life-stories can help leaders to know the interpretations of experiences and events. The stories make chances for the leaders to generate links among events, feelings, behaviours and their reactions to circumstances.

There is some literature which describes that followers assess the authenticity of the leaders (Avolio, et al., 2004). These studies concentrate on such factors which are more readily measureable, such as the extent of relationships between leaders and followers (Fields, 2007) or the level to which leaders keep to organizational codes of conduct (Six et al., 2007). Avolio and Gardner (2005) made the case for 'authentic

leadership 'being the 'root' in forming construct of all new positive types of leadership, comprising 'transformational, servant, charismatic and spiritual leadership. "Authentic leadership procedure definitely influences self-awareness and self-regulated positive behaviours on the part of both leaders and followers. Further, it stimulates positive personal growth and self-development" (Ilies et al., 2005). Ford and Harding (2011) said that presentation of someone self differently to various audiences hence continues authentic so long as this done not to manipulate but to exactly reflect aspect of the internal self of the leader. They will follow 'an incorporated set of aims that mirror individual standards of conduct. They will be "inherently motivated" so that they 'mostly become so involved in their job that they are provoked just through a sense of curiosity, a willing for learning, and the satisfaction which comes from gaining a valued objective/task' resulting in, 'the whole immersion of the self at work (Gardner et al., 2005).

"There is a potential for such authentic leaders to adapt how they present themselves, but they will remain authentic, it looks, so long as they exactly reflect aspects of their internal selves" (Ford & Harding, 2011). The commonly acknowledged structure of authentic leadership, conceptualized by Walumbwa et al. (2008), suggests four dimensions of authentic leadership: "self-awareness, balanced processing, relational transparency, and internalized moral perspective". Self-awareness refers to the extent to which the leader is aware and understands his/her own true self (Walumbwa et al., 2010). Authenticity reflects "leaders' ability of harmonizing responsibility to themselves, their followers and the wider public, in order to achieve collaboration within, and outside of, an organization" (Novicevic et al., 2006). Self based authentic leadership is a model which entails behaviour, traits, skills and styles for promoting honest and ethical behaviour and due to this reason has greater positive and long-time outputs for leader, his followers as well as his/her organization (Covelli & Mason, 2017).

2.6 DIMENSIONS OF SELF-BASED AUTHENTIC LEADERSHIP

2.6.1 Self-awareness

Leadership concerns reflection of self and knowing about oneself. By using introspection, authentic leader observes and analyzes his personal mental state, his thoughts, aspirations and feelings. Avolio and Gardner (2005) opined that inner link with one's true self is gained by people probing into their own personalities by reflecting on the major events that have occurred in their lives and reactions at that occasion (Ladkin & Taylor, 2010). "During the process of self-awareness, the authentic leaders analyze and see their own mental state through introspection. They learn about and accept their fundamental values, feelings, identity, and motives or goals" (Avolio & Gardner, 2005).

It happens when peoples are aware of their presence and what makes for a leadership environment over time (Silvia & Duval, 2001). By leading with example, authentic leaders having the feature of self- awareness lead the followers to the higher degrees of creativity (Ilies et al., 2005). It happens when peoples are aware of their presence and what make that presence for the environment in which they operate over time.

The characteristics of understanding oneself and openness to criticism are essentials to be thought as authentic and genuine (Sparrowe, 2005; George et al., 2007). "Self-awareness of leader contains four dimensions: awareness of strengths and weaknesses, awareness of principles guiding decision- making, awareness of paradigm and potential for revision and awareness of influence on others" (Wernsing, 2010). Self-awareness is a way through which the leaders assess their behaviours and determine if they are authentic or following their personal thoughts and beliefs (Gardner et al., 2005). Through self-awareness, authentic actions, self-acceptance and relationships leaders gain

authenticity (Gardner et al., 2005). (Campbell et al. 1996) considered the construct of self-concept clarity that is to have clear and internally consistent self-concept. The self-concept clarity is positively linked with self-esteem, extraversion and positive effect. At the same time, it is negatively associated with neuroticism, depression and negative effect.

The perception of self-awareness can be traced back to the belief of self-concept that was presented by Markus and Wurf in 1987 that is about one's self-views. It is necessary that authentic leaders must be prepared to make knowing themselves through their practices and actions, and the self that is explored must be the authentic self. Therefore, individuals who would be leaders must aware of themselves (Ford & Harding, 2011). This is a self that is a comparatively recent phenomenon, emerged from a unique combination of personal agency, democracy and optimism (Holstein & Gubrium, 2000). It involves that authentic leader with more self-awareness constantly in search of knowing and developing himself knowing his weaknesses through self reflection and introspection (Glowacki-Dudka & Treff, 2016).

2.6.2 Balanced Processing

It is an essential sub factor of self-regulation of authentic leadership which means matching with others in a way which is free from ego based mechanism (Gardner et al., 2009). This is related to objective evaluation of all information before taking a decision (Waumbwa et al., 2008). Instead of positing that authentic leaders are open from bias, balanced processing means that leaders with authentic features have the ability to bear in mind various aspects of the issue ahead and analyzing all related information prior to

taking a decision (Avolio & Gardner, 2005; Gardner et al., 2005; McKenna et al., 2009; Gardner et al., 2009). Balanced processing entails reflecting on decisions and events in an accurate and honest way and not over or under-stating one's skills (Thornill, 2011).

The term balanced processing was originally called unbiased processing, but it was changed as it was theorized that people are innately biased and process information incorrectly (Gardner et al., 2011). Ilies et al. (2005) described unbiased processing as being integral to personal integrity and character. They thought that honesty is an influence of both actions and decisions. Leaders who act with unbiased processing can be more accurate in analyzing tasks for feedback and are better at evaluating their own skills. Balanced processing is not only vital in making decisions that affect an organization, but it is also vital in getting a true evaluation of one's strengths and weaknesses. However, sifting through influences that could cause biases is difficult. Obstacles that could flaw an authentic evaluation of the self could be related to one's self-esteem (Gardner et al., 2005). Balanced processing is when motivational biases do not influence the process of selecting and interpreting information. Those who are with high or low self-esteem remain unable to acknowledge their personal shortcomings (Kernis, 2003).

2.6.3 Relational Transparency

Walumbwa et al. (2008) are of the view that relational transparency means how a leader presents his/her authentic self to others, which means that a leader may not has distorted personality. The leader shows his or her true feelings and beliefs openly and does not hide anything. The relationship with the employees should be maintained based on the principles of honesty and sincerity. Goldman and Kernis (2002) defined relational transparency as an active practice of self-exploring where trust and sincerity is promoted

between the leader and the employee. Therefore, it is vital that a mutual relationship between the employee and the leader be formed on trust.

Relational transparency of an authentic leader includes presentation of a person's real interior; such a leader reveals self-disclosure and openness (Walumbwa et al., 2008).

"It demands open and transparent relations from the leader with co-workers. It includes demonstration of a person's true interior not the false one. Leaders exhibit their real interiors when they demonstrate openness, self-disclosure and in close relations with followers" (Gardner et al., 2005). It is being open and forthcoming with information and the process by which decisions are made. This transparency fosters trust in relationships (Thornhill, 2011).

2.6.4 Internalized Moral Perspective

This theory describes the power of a personal moral compass for leaders and demonstrating a consistency in one's own morals, values, behaviours and decisions. Leader having maximum degree of internalized moral perspective takes decisions and demonstrate their behaviours in such a manner that they are reflections of their powerful moral value-system. Internalized moral perspective can be explained as the process in which peoples or leaders utilize their ethics, attitudes and values to direct their behaviours even when situations might appear full of challenges or their inner or outer environment places definite stress on them (Tapara, 2011).

The behaviour of an authentic leader is based on ethical and moral standards. Authentic leaders are aware of what is expected of them in terms of their responsibilities and roles. This permits them to take actions morally in the best interests of others (May, 2004). This practice is significant in helping leaders to know themselves, their abilities and to adjust to different environmental factors (Stajkovic & Luthans, 1998). Those have

internalized moral perspective would adopt a behaviour of such kind that matching with the moral and beliefs, which are expressed by them, which looks like virtue ethics termed by the Aristotale (Cronin, 2006; Aristotle, 1999). Walumbwa et al. (2007) argue that, to include ethics, the leaders having narcissistic nature and the like are not included in the picture. However, Goffee and Jones (2005) stressed that authenticity is essentially narcissistic in that it motivates peoples to have inner looking before have a look outward, giving priority to the idea of "to thine own self be true".

2.7 FOLLOWERS' PERCEPTIONS OF SELF-BASED AUTHENTIC LEADERSHIP

The term itself was utilized in diverse variations around the subject inculcating self made reflection in the views of western philosophers; for instance, "being the true-self one was meant to be himself or herself and not following the lead of the crowd; and to make individual choices so as to take responsibility on their own, having one's own experience of thoughts, emotions and beliefs" (Fusco et al, 2015). "Authentic leaders are those, who possess a deep sense of self, objectively process information, and follow their real inner values, emotions and standards of moral" (Li et al., 2014).

Self- based authentic leaders are individuals having optimum degree of authenticity. "Self- based authentic leaders profoundly know their values and beliefs, they are self-confident, real, trustworthy and reliable and focus on building followers' strengths, broadening their thinking and generating a constructive and engaging organizational environment" (Ilies et al., 2005).

George and Sims (2007) said that self- based authentic leaders are peoples having real natures, true to themselves and what they believe in. These leaders rouse trust and build up genuine relations with their followers as they trust them. They have the capability

to motivate the other peoples to maximum level of performance instead of letting the hopes of other peoples to guide them. These individuals are ready to be the owner of their own and go on their own way of their choice.

"Self- based authentic leaders are self-confident, optimistic and ethical, full of hope and trust" (Cooper et al., 2005). Self- based authentic leaders have openness, transparency and consistency in processes of making decisions and relations with their subordinates. These leaders set themselves up to make well informed and balanced decisions by accepting different opinions and by integrating these varied opinions into their process of decision-making (Avolio et al., 2008). Authentic leaders form behaviours, motivate followers to flash discovery of self that enables development of wisdom, independence, and a host of attitudes worldwide alike to the leader, while still being distinctive to the follower (Jacques et al., 2015).

Being a self- based authentic leader not only gives benefit the leader, but also to those around him, as well as institution and organization. The rationale behind it is that the self- based authentic leader tries to gain worthy objectives and emphasizes on the development of the subordinates. As self- based authentic leaders are true to their beliefs and core values and show authentic behaviour, it definitely promote the development of co-workers until they turn into leaders by themselves (Gardner et al., 2005). Novicevic et al. (2006) are of the view that authenticity of leaders in present days is studied more broadly because leaders resolve to take responsibility for private freedom and organizational and communal obligations so that they could make choices that would help them to build their selves as moral individuals.

High level of familiarity from their environments, self- based authentic leaders depend on ideas born of formative, sometimes hard practices to know about the concerns

and hopes of the people they search to influence. As individuals they maintain their uniqueness; however they know the way of winning in an established corporate and social cultures and how to utilize the factors of those cultures as a foundation for radical change (Goffsee & Jones, 2005). Highly self- based authentic leaders give worth to genuine and honest relationship with subordinates (Gardner et al., 2005; Ilies et al., 2005). Authentic leaders always in practice for demonstrating and promoting accountability among his/her subordinates. They keep a maximum sense of acoountability and know the consequences of their ethical and moral actions (Avolio et al., 2004). They endorse psychological ownership in their followers by developing norms that promote an environment of belongingness for workers. Wong and Cummings (2009) suggested that authentic leaders are those who give attention to listen their followers individually and through this way they give them a voice in their routine work environment.

Nyhan and Marlowe (1997) defined inter-personal trust as "the level of confidence that one individual has in another's competency and his or her willingness to act in a fair, ethical and predictable manner". The presence of such type of mutual personal trust of a leader and his/her followers has a constructive and an important relationship with the self-based authentic leadership style (Jones & George, 1998; Dirks & Ferrin, 2002; Ceri-Booms, 2010).

2.8   JOB SATISFACTION

When people speak of employee attitudes, they usually mean job satisfaction. Anderson (2001) describes job satisfaction as an enjoyable or affirmative emotional situation resulting from the assessment of job experience. Robbins (2005) verifies to Anderson (2001) defines job satisfaction as a set of feelings of an individual has towards his or her job. Someone who has high degree of satisfaction from his job has positive

emotions towards his job. On the other side one who has no satisfaction from his job or has a negative emotion towards it. So, job satisfaction is an outcome of the complete reaction associated with a job (Simatwa, 2011). Job satisfaction is defined as "employees' attitudinal evaluative judgment of their job experiences" (Mustafa et al., 2016).

Mueller and Kim (2008) found that there are two kinds of job satisfaction; one of them is to feel overall about the job and the second is the feeling about the job's dimensions, such as benefits, wages, opportunities for development, work's environment, and the relationships among employees. Robbins and Judge (2019) define job satisfaction as a positive feeling about one's job resulting from an evaluation of its characteristics.

Khalid et al. (2012) have the opinion that many investigators and human resource advisors have recognized the significance of manpower in smooth functioning of any organization. The level of job satisfaction of an individual is impacted by external and internal elements of motivations, the quality of command, public relations within the working environment and the level of employees' success or failure in their jobs (Daft, 2005). Job satisfaction is considered a feeling of employees related to their job. When it is stated that a person keeps a high level of job satisfaction it means that generally he/she he/she likes his job, gives it high value and positive feeling to it (Nasrabadi et al., 2010). This is important that being a basic factor job satisfaction leads high level of performance and efficient services which leads to directly increase the productivity. Job satisfaction is a subjective viewpoint of individual encircling the way he/she feels related to his/her job and the employing organization. Furthermore, job satisfaction is the emotional state of pleasure which is the consequences of achievement of job values (Cronley & Kim, 2017).

Robbins and Judge (2019) find out some major elements having affect on job satisfaction i.e condition of job, personality, payment and corporate social responsibility.

According to the authors, though all of these dimensions are significant and account for the overall job satisfaction, the nature of the work itself is the most essential element. Interesting jobs that give trainings, diversity, independence and control lead to satisfaction of worker. Grouped with interdependence, feedback, social support and interactions with co-workers' act as significant predictors of job satisfaction and workers well-being. Furthermore, manager has a large influence on the job satisfaction of workers (Robbins & Judge, 2019). Lacking of acknowledgment or admiration and the pressure and load of the job may lead to harassment, frightening, discrimination, jealousy, restricting information to oneself, revenge and bullying, insecurity, disrespect in attitude and making obstacles in chances for promotion. Additionally, inequitable payment and unfair distribution of work shifts or tasks are a good way to bring down worker confidence (Tietjen & Myers, 1998).

2.9   THEORIES OF JOB SATISFACTION

Theory is a concept which is developed to identify and explore different aspects and principles of a particular term or area. To explain and identify different dimensions and principles, experts developed various theories for job satisfaction. Some are discussed below, allowing better understanding of the various dimensions of job satisfaction. Shajahan and Shajahan (2004) divided the theories of job satisfaction into process theories and content theories. Content theories stress on the identification of needs, drives and goals/incentives and their prioritization by the individuals to get satisfaction and process theories focus on the concept that how motivation takes place (Luthans, 2003).

2.9.1   Hierarchy of Need Theory

Maslow (1954) reported that in the search to accomplish what humans want, human beings act and demonstrate in a definite way. Individual get satisfaction only when their wants are accomplished. "Need hierarchy describes the idea of people fulfilling their

wants in a specific order from bottom to top that is people are motivated to fulfill the basic

needs before they try to satisfy the superior needs" (Bateman &Snell, 2009).

Figure 2.1 Maslow's Hierarchy of Needs

This theory was based on five stages including:

    (a) Physiological needs: basic needs of survival such as food and water,

    (b) Safety needs: security and stability,

    (c) Social: love and belonging,

    (d) Self-esteem: respect and recognition, and

    (e) Self-actualization: realization of potential (Cao et al., 2013).

This theory took years to get its establishment and due to its inner logic it became

broadly accepted and compulsory part to be studied by every Human Resource

Professional and management student. For the years, it has been questioned, analyzed and

considered by the later thinkers as not appropriate in particular respects but its basic merits

cannot be denied in understanding human and employee behaviour in the workplace. "The

basic principle concerns the meeting of human needs which gradually move up the value chain as simpler and more basic needs are met" (Thiagaraj & Thangaswamy, 2017).

The basis of all these are "physiological needs such as hunger, thirst, sleep, warmth, shelter, sexual and other needs of the body, for example the need to urinate" (Maslow, 1987). Safety needs like a secure and protected atmosphere, environment which is open of danger. Health and well-being can also be included here. An everlasting job, good working atmosphere are the fundamental realities in the setting of organization (Taskinen, 2019). Social needs; as Maslow (1987) explained, were called belongingness and love needs, such as acceptance, friendship, love, caring and a feeling of belonging to a group, clan, culture, society etc. Esteem needs are generally divided into two: self-esteem and the esteem built in us by others. Self-esteem is how we see ourselves and feel about ourselves. The esteem received by others can include recognition, status, achievements, attention, acceptance, prestige, independence and respect (Maslow & Lowery, 1998). Self-actualization needs are the needs that drive self-fulfillment, the meaningfulness of human existence and work in an organizational setting. These include accomplishments, development of skills and competencies as well as creativity (Taskinen, 2019).

2.9.2 Herzberg's Two- Factor Theory

Herzberg (1959) established the Two- factor theory of motivation and job satisfaction. This theory is widely used for job satisfaction in the work environment. Hewstone and Stroebe (2001) supported this theory and viewed that "satisfaction and dissatisfaction are forced by different factors. Satisfaction is resulted by motivational factors whilst dissatisfaction is effected by hygiene factors". Motivating element are those characteristics of the job that make employees to do well and provide them a sense of satisfaction. Hygiene factors, also known as external factors are comprised of

characteristics that are external such as policies, compensation, working environment and the managerial practices. According to this theory hygiene factors are the non-task features which generate dissatisfaction. These external elements are things not in the control of employees. Herzberg (1959) identified the following key constructs underlying his theory for job satisfiers:

(a) Achievement,

(b) Recognition,

(c) Work Itself,

(d) Responsibility,

(e) Advancement, and

(f) Opportunity for growth and advancement.

Hezberg (1959) identified the following key constructs underlying his theory for job dis-satisfiers:

(a) Company Policy,

(b) Supervision,

(c) Work Conditions,

(d) Salary,

(e) Job Security, and

(f) Interpersonal Relations

Herzberg et al. (1959) mentioned that "emphasis should be given on the factors associated with the nature of work or with outcomes directly derived from the work, such as work itself, personal growth, recognition, responsibility and achievement". Thus, satisfaction with the inner face of the job is continuing and due to this reason this build a possibility for the workers to sustain their inspiration over a long-period of time.

Herzberg uses the term hygiene for exterior components which have connection with the needs existing at lower level. These factors are included: supervision and administration of organization, it's policy, inter-working environment, job's security, private relations with supervisors and colleagues, status and payment (Bogler, 2001; Amos et al., 2008; Ellsworth et al., 2008).

Individuals are not happy with the satisfaction of lower-order needs at work rather, they seek fulfillment of higher-order psychological needs having to do with attainment, recognition, responsibility, improvement and the nature of the work itself. The existence of one set of job characteristics or incentives takes to satisfaction of employee at work, while the second and separate set of job features leads to dissatisfaction at work (Singh & Onahring, 2019). A lack of dimensions resulting in job dissatisfaction does not essentially mean job satisfaction; rather it means no job dissatisfaction. It may be observed that a worker is dissatisfied even the internal results are goo. It is not necessary that good results are associated with satisfaction of an employee. The similar results apply to the results of external dimensions. It is not necessary that poor responses are meant the dissatisfaction of the employee (Kulchmanov & Kaliannan, 2014).

2.9.3 The Expectancy Theory

Vroom (1964) described the concept of this theory and said that people possess different set of goals and if they keep certain kinds of hopes then they can be motivated. Linked to their earlier practices, workers have a tendency to establish expectations regarding the performance of their job. "Employees develop expectations regarding performance-related outputs. They tend to prefer certain outcomes over others" (Aswathappa, 2005). This theory assumed that motivation that leads to satisfaction is a function of the perceived relationship between the performance and effort of a person and

the output linked with performance of the job (Vroom, 1964). This theory is based on three major variables: valance, expectancy and instrumentality. Valance is the power of an person's preference (or value, incentive, attitude, and expected utility) for a specific production. Expectancy is the prospect that a certain strive will make possible a certain first-level productivity while instrumentality is the level to which a first-level output will lead to a most wanted second-level output (Luthans & Avolio, 2003).

This theory describes that behaviour is an outcome intention and conscious goals of the individual (Griffin & Moorhead, 2010). Lock (1969) said that when employees consider that the goals established by them or are put by their leaders are attainable and fulfilling, then the level of their commitment and output will increase. Successful achievement of the predetermined goals generates a pleasant emotional condition (known as job satisfaction) on the part of the employees. Locke (1969) also pointed out that "job dissatisfaction is a function of the size of the perceived difference between the intended and the real performance. Different factors have influence on the accomplishment of goal-directed performance". These factors are organizational support, individual trait, personal effort and abilities (Griffin & Moorhead, 2010). Hansson et al. (2011) found in their research study that giving organizational support (through a supervisor/ leader) and providing the opportunity to employees to participate in establishing goals affected job satisfaction positively.

2.10 IMPORTANCE OF JOB SATISFACTION

"Job satisfaction can increase individual and organizational performance by enhancing organizational citizenship behaviour and motivation and by reducing costs associated with negative organizational behaviours such as turnover, burnout, apathy and absenteeism" (Wright & Davis 2003; Wright & Kim 2004; Harrison et al., 2006). Further,

job satisfaction is a vital factor of overall wellbeing and mental health of employees. The influence of job satisfaction on wellbeing and happiness of an employee cannot be denied. According to the Smith (2007) "job is not only a major source of income but also a very vital part of life in other ways. It occupies a large part of each worker's day, is one main source of social standing, helps to define who a person is and affects one's health both physically and mentally". Mubarak and Noor (2018) said that currently the organizations of the world have focused on helping the employees/workers to increase the level of job performance instead of dominating and controlling them. This shows the importance of job not only in the personal lives of the workers but also in the production and output of the organizations. This is job satisfaction of the workers is which leads the organizations and institutions to optimum production and progress.

(Shad et al. 2015) said that job satisfaction has a special importance at all levels of management and human resources in organizations, because this concept plays a significant role in advancing and improving the organizational performance and labor force health. Whenever employees are satisfied with their job, the organization will have positive effects in the society and it will become efficient and helpful. Research on job satisfaction is essential to determine the various methods of measuring job satisfaction. Such knowledge would assess the investigators in examining the reliance of their inferences relating the reasons and results of job satisfaction on the indicators they have utilized to determine the notion and would hence make easy to compare the results of research (Singh & Onahring, 2019).

Kaliski (2007) highlighted that job satisfaction a sense of worker of attainment and success on the job. It is usually thought to be strictly associated to productivity as well as to personal well-being. It additionally implies happiness and enthusiasm with one's work.

It is the main element that leads to recognition, income, promotion, and the attainment of other goals that leads to a feeling of fulfillment. Presumed job satisfaction has a huge number of behavioral results and vast concerns of different elements. Since job satisfaction has been introduced in literature of human resources, it has been theorized and applied by organizational scientists, psychologist, and experts in management (Maghsoodi et al., 2019). Different kinds of issues have been clarified by the experts for the researchers in the area of job satisfaction. Job attitude, job satisfaction and morale are the relevance terms which have been clarified in detail. Job satisfaction has impact on the turnover of employee, production, absenteeism, protection, pressure, unionization and other issues (Thiagaraj & Thangaswamy, 2017).

2.11 DIMENSIONS OF JOB SATISFACTION

2.11.1 Pay

Pay is the total amount which is given in the form of monetary and non-monetary shape to an employee by an organization in return for work performed as required (Hee et al., 2018). Pay is used to reward employees so as to motivate them, or so as to elicit positive behaviour from them in terms of enhancing their performance that might otherwise be detrimental to organisational success (Akafo & Boateng, 2015). It is assumed that job satisfaction level of an employee and retention rate of an organization can be increased through a sound plan of compensation with space for bonuses and pay rises (The Chicago School of Professional Psychology, 2012).

According to Miller (2014), more than half of employees feel satisfied if they are paid competitively with the local market. Pay, in the shape of money and benefits, not only assists employees in satisfaction of their basic needs, even it also assists to gain the needs and wants expressed at other levels. Employees often see pay as being a reflection

of how their employer values their contribution to the organization. As a result of the empirical studies, it is believed that pay is able to influence the job satisfaction level of employees. Miner (2015) objects to Herzberg's notion that money is strictly a factor of dissatisfaction and argues, "salary" clearly operates as a source of satisfaction in many cases, whether or not these factors yield satisfaction or not depends very much on the individual".

2.11.2 Promotion

Promotion is a going up on the ladder of company or in other words when an employee steps from one designation to the higher one, it is thought as promotion. Some individual consider promotion as a main thing for job satisfaction. They think it an improving in their status which leads to empower and satisfy them. Promotion of employees to increase the satisfaction level of job can be tricky until there is rationalization that promotion will really solve the issues related to it (Ali & Ahmad, 2017). Workers have a tendency to be satisfied with their organizational places when they think that are fair opportunities for their promotion (DE-Souza, 2002). A practical worker will be in search of seeking progress through education, training and development program, hence improving their skills and experiences in order to be accepted by management as someone suitable for promotion (Gupta, 2011; Abuhashesh, 2014).

2.11.3 Supervision

Vlachos et al. (2013) pointed out that job satisfaction of an employee is both a direct and indirect result of heads demonstrating characteristics of charismatic leadership, which empower the levels of worker job satisfaction through the promotion of corporate social responsibility (CSR) among employee groups. Basuil et al. (2016) found that when managers express supportive style that is thought a shared reality by the workers and the

performance of the organization improved due to an emotional attachment to the organization. Positivity in perception of employees of manager support improves level of job satisfaction (Vann, 2017). Hampton (2019) viewed that lacking of positivity in interaction; it is assumed that workers will have low job satisfaction. Similarly, if there is positive manager-worker relationship, there is likely to high level of job satisfaction. The main element that differentiated a leader from a manager is giving attention on the job satisfaction of worker.

2.11.4   Fringe Benefits

According to Bratton and Gold (2007) fringe benefit is considered that part of rewards package which is given to a worker in addition to the guaranteed basic remuneration. It means the indirect financial payment or reimbursement beyond the worker's ordinary pay provided to the worker such as paid of insurance to the worker, vacations, paid holidays, concession in usage of cafeterias, vehicales from company side, disability income protection, retirement plan and others (Dessler, 2013). Asegid et al. (2014) found that fringe benefits were important of overall job satisfaction. Furthermore, the study conducted by Artz (2010) explored that "there is a significant and positive association between fringe benefits and job satisfaction".

2.11.5   Contingent Rewards (Performance Based Rewards)

Contingent rewards behaviour entails the provision of tangible and intangible rewards of leaders in form of financial payment or verbal acknowledgment (Negussie & Demissie, 2013). Verbal appreciation for work, pay for increasing in performance, promotion recommendation for exceeding expectations are best examples of contingent-reward behaviours (Hockmeyer, 2015). According to the view of Hall (2018) contingent reward behaviours comprise those certain circumstances where managers reward to their

subordinates to encourage them for meeting particular predetermined goals. This kind of behaviour is used to give motivation to the subordinate, and an additional sense of positive reinforcement to complete a function or task. Minark et al. (2003) also revealed that if the teachers were not given an enough contingent rewards for their knowledge and skills then it is assumed that they would quit their profession. This inculcated not feeling appreciated at work place and efforts not being appropriately rewarded. Lien (2017) quoted Robbins and viewed that there would be dissatisfaction of an employee if they think that their efforts are not acknowledged or that their rewards are not equally linked with the performance or tailored to their needs.

2.11.6 Operating Procedures

Valaei and Rezaei (2016) quoted Van-Saane et al. and said that operating procedures refer to the load of work for example paperwork and other relevant work in the organization. Further, they quoted Downes et al. and stated that certain standard operating procedures are established, behavioural models are fixed, planning systems surfaced, it can be expected that the one-on-one mentorship relationship will contribute in a small amount to the employee's job satisfaction. Lien (2017) quoted Spector and stated that "operational procedures incorporate all of regulations, rules, procedures and requisites in work with which workers have to comply. The more transparent, simple the work is, the more employees feel satisfied".

2.11.7 Co-workers

According to the SHRM (2016), "positive relationship with co-workers can foster a sense of loyalty, camaraderie, moral support and engagement among staff" When employees are appreciated by the members of team whom they like, they look to have a psychological advantage in the place of work (Dorothea, 2015). Such kind of association,

when positive, causes for fostering of motivation, decrease the chance of one's intention to quit, and reduce absenteeism (Herzberg et al., 1959; Harris et al., 2007). The relationship of academic staff's colleagues shows a sense of belonging it is incorporated into the social needs theory of Maslow. Besides this, in two factor theory of Herzberg the relationship among the co-workers is treated as internal hygiene factor.

2.11.8   Nature of Work and Communication

In addition, the communication in a organizational system can be seen as two- way process with a sender-receiver relationship-to send message and get feedback between manager and his/her subordinates, and among the co-workers (Newstrom & Davis, 2006). Ibrahim et al. (2018) quoted Awed and Alhashemi and stated that communication is a supreme in an organizational system as it the only source through which inputs get circulation around, execution of instructions can be made, and on top of it, is the collaboration and coordination that can be implemented.

2.12 RELATIONSHIP OF SELF-BASED AUTHENTIC LEADERSHIP WITH JOB SATISFACTION

Mistrust of employees in those who are in the authoritative positions may lead to the employees to the disconnection from their administration (Owusu et al., 2011). Fraser (2014) quoted Terry and of the view that this disconnection take to all types of distortion. Individual distort what is actually happening on in a situation rather than exploring the reality about what is really occurring. Terry (1993) said that leadership reacts to this disbelief, uncertainty and successive disconnection. The function of leadership is to eliminate doubt, provide a sense of clarity and establish relations.

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"Leaders should promote internal attractiveness, happiness and eagerness in doing their (leadership) tasks in addition to high self-leadership skills and utilize mental imagination to influence their followers efficiently and stimulate them through transitional perspective" (Furtner et al., 2012). Self- based authentic leaders are committed to these actions naturally (Luthans & Avolio, 2003). Fisher (2010) and Turner et al. (2002) have mentioned that satisfaction is an element of well-being of individuals and well-being is also linked with authenticity. Authentic leaders offer opportunities to followers for self-awareness, self-development and self-regulation.

Rashid and Rashid (2011) described that in the leadership literature, job satisfaction has been broadly studied due to its importance to mental and physical well-being of the employees. For many research scholars, it is considered a topic of chief concern. It is considered a vital variable of any organization which should be understood and consistently analyzed for efficient working of any organization. It is thought a significant variable of an organization that should be realized and consistently examined for efficient functioning of any organization. The literature also shows an association between perceptions of self- based authentic leadership and job satisfaction of employees' organizational commitment and work happiness (Jensen & Luthans, 2006).

Self- based authentic leadership can influence job satisfaction of the followers (Walumbwa et al., 2008; Darvish & Rezaei, 2011). Avolio and Luthans (2006) were the first suggest that "self-based authentic leadership has a positive impact on a follower's attitudes (e.g. commitment, job satisfaction, meaningfulness, and engagement) and behaviours (job performance, extra effort and withdrawal behaviours)". Authentic leaders help their followers in self-discovery through which they can identify and improve their talents and they also support them to develop a fit between work roles and authentic self-roles (Farrukh & Ahsan, 2015).

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Research related to self- based authentic leadership questions whether self- based authentic leaders are really self-based authentic if they think themselves to be or if they are thought as such by others (Cooper et al., 2005; Toor & Ofori, 2008; Ladkin & Taylor, 2010). If finding the reply to this question is rather difficult to investigate, then researchers should know different views related to authenticity and utilize them in their research study. This was the reason that the researcher measured self- based authentic leadership both from the perspective of team leaders themselves and from the perspective of the followers of the leaders in the form of job satisfaction. In latest years, there have been quite a few empirical studies (in addition to theoretical conceptualizations) that investigate the positive association between authentic leadership and various workers' attitudes and behaviours (Jensen & Luthans, 2006; Walumbwa et al., 2008; Walumbwa et al., 2010).

2.13 SELF-BASED AUTHENTIC LEADERSHIP AND UNIVERSITY TEACHERS' JOB SATISFACTION

Thornhill (2011) quoted Terry and opined that "leaders take two steps to make ensure the nature of self-based authentic leadership i.e. to truly understand the situation or problem, which includes knowing one's true self, the organization and the larger community and to determine which action should be taken". Education is universally considered as one of the indicators of development. One of the fundamental aims of education is to generate trained human resources that are capable of overcoming the hindrances of development of a given country. To overcome these hindrances, there should be satisfaction from the workforce in the area. Workers who are highly satisfied from their jobs use their energies, efforts and time to work which leads to higher level of production (Scott, 2004). Zembylas and Papanastasiou, (2006), reported that "teacher job satisfaction is a function of the perceived relation between what one wants from teaching,

and what one perceives teaching is offering". Hongying (2008) added that as awhole job satisfaction describes the views and attitude of teachers towards their environment of workplace and profession.

Like other professionals, teachers have moral duty to play their role in the overall progress of the country. While doing it, they desire to have effectiveness in profession and have job satisfaction as well. Job satisfaction of teachers is one of the chief elements in the dynamics of institution and is commonly thought to be the fundamental variable by which the efficiency of human recourses of an institution is assessed. Academic staffs are considered the means of success for educational institutions. These are cornerstone of good learning outcome. Their job satisfaction leads to enhance morale and inspiration to contribute to the system and their participation leads to better decision. It was found in the latest studies that job satisfaction keeps a positive and strong relationship with management and leadership styles. It was also found by many researchers that a good style of leadership leads to high level employees' job satisfaction.

Fraser (2014) viewed that "higher education institutions are confronted with and impacted by critical global and national issues". Leadership puts a straight influence on how ethically and efficiently organizations meet their goals, establish their tasks and understand predicted outcomes. Transparent and open managers of universities who sustain genuine relations with staff and faculty will be successful in making them to fulfill the needs of their jobs and service the task of the university. The thought of leading, using relationships instead of standing away from individuals, resonated with the personal experience of leader (Avolio et al., 2007). "It was due to relationships and communication with staff, faculty, learners and other administrators that problems were seen, solutions were investigated and interventions initiated" (Fraser, 2014). In the context of higher education, job satisfaction of faculty has been the basic focus of research (Austin &

Gamson, 1983). Hagedorn (1994) tested a causal model among faculty at different phases of development in careers and investigated that satisfaction with pay, total duration of work, and support of co-workers influenced the degree of stress. The degree of stress, in turn, impacted job satisfaction.

Harish (2011) is of the view that education plays a role like an enlightened torch for this sophisticated and civilized society. Institutions of higher level have been geared to gain excellence meeting the global standards. It has placed a lot of demand on the leadership. In environment of learning, leadership is not only a focus on the requirements of organization but is inclusive of the mission of a nation (Voon et al., 2009). "The theory and constructs of self –based authentic leadership have been assumed to influence work-related attitudes in followers such as job commitment and satisfaction that results in greater motivation to deal with extra struggles, job satisfaction and intentions to stay" (Avolio et al., 2004).

The theory of self- based authentic leadership and propositions were supported and revealed a significant relationship with job satisfaction (Walumbwa et al., 2008; Darvish & Rezaei, 2011). It was determined that "Self- based authentic leadership had a statistically significant, positive direct and indirect effect on job satisfaction through empowerment" (Wong et al., 2012). Darvish et al. (2011) conducted a study and revealed that greater level of self- based authentic leadership has a straight influence on higher commitment and satisfaction. They found that when leaders of organizations identify and follow their real values, strengths and beliefs, as well as helping others to act like them, higher degrees of workers' well-being will build up, which in consequence have been shown to positively influence followers' satisfaction. Yon et al. (2016) investigated that among the sub factors of self- based authentic leadership; only self-awareness has a positive relationship with job satisfaction while other factors had no significance relation

with job satisfaction. Managers who show a sense of authentic caring about their subordinate and what has importance for them in terms of ethical and moral standards in their working relationships contribute to more empowering workplace environment (Walumbwa et al., 2010). It is significant for managers to stress transparency, balanced processing, self-awareness, and standards of high level ethics to enhance job satisfaction and performance (Wong & Laschinger, 2013).

It can be summarized from previous studies that self-based authentic has positive direct and indirect effect on job satisfaction through empowerment. It was also revealed that the greater level of self-based authentic leadership is straightly influenced the subordinate the level of job satisfaction. Further, a study also investigated that among the four sub-factors of self-based authentic leadership has positive relation with job satisfaction while rest of the sub-factors had no relation with job satisfaction. It was also investigated that it is important for the managers to emphasis on transparency, balanced processing, self-awareness, and high ethical standards to increase the level of job satisfaction.

The issue of job satisfaction is thought as one of the key issues which is broadly discussed in any organization, management and human resource. It was investigated that job satisfaction has a strong relationship with leadership and managerial styles. Institutions of higher education play a basic role in the development of any nation. As every educated individual in the society such as doctor, nurse, engineer, entrepreneur etc. has passed through the hands of teachers, a teacher plays a formative and decisive role in the lives of youth. Teachers are thought the vital agents in determining the quality for education that learners gain in the colleges/universities. However, it is only achievable; when teachers in colleges/universities are motivated and satisfied enough to accomplish their tasks efficiently. In Pakistani context, the phenomenon of self-based authentic

leadership has not been studied in detail. Authentic leadership has been known to increase job satisfaction and this can lead to increase productivity and output.

The related literature highlights the importance of relationship of self- based authentic leadership with job satisfaction of the employees working under the supervision of their leaders. As in past different researchers did their research in other organizations and in education sector at different level but still there was a lack of research in higher education. Further, there was also a scarcity of research work on university management and leadership styles in Pakistan. So the researcher developed a model and decided to reveal the relationship of self- based authentic leadership with job satisfaction of university teachers.

2.14 SUMMARY

From the above literature review, it can be concluded that leadership has its existence either in one or in other shape. It is a process on the part of the supervisor or administrator in which he/she influences his followers to achieve predetermined goals. Further, he/she provides an environment as well as such rules and procedures which are helpful for satisfaction of his/her followers. It has been focused from the early times of human history, but the scholars gave attention in doing on leadership only a century ago. Explaining it, the experts developed different kinds of theories to explore its different dimensions. Some decades ago the theory of authentic leadership was developed which mostly contained the characteristics of the previous theories. Following the concept of this theory, the self- based authentic leadership model was developed by the researchers focusing on the four major factors upon which majority of the researchers agreed that may be the parts of self- based authentic leadership. These factors are (1) self-awareness: where a leader constantly comes to realize his strengths, weaknesses, talents, core values, desires, sense of purpose and beliefs, (2) balanced processing: here the leader looks at other

perspectives and uses objective and their objective analysis before taking a decision,(3) relational transparency: here a leader has open and an honest communication and relationship with his subordinate,(4) internalized moral perspective: it is the ability of a leader to set his actions and behaviours on intrinsic values and morals, which he never allows to be affected by extrinsic pressure and influence. The way, the supervisors in various forms and positions such as directors, principals, head of department etc. play important role to pull the organization or institutions towards the targeted goals, similarly, their subordinates or followers also play their vital roles to contribute in achieving the pre-determined goals. So, keeping this thing in view, their job satisfaction becomes very important, as many researchers have acknowledged that job satisfaction has an important role in smooth operation of any organization or institution.

Job satisfaction has a vital role in the increase of outcome and performance of the institution or organization. It is directly related to the overall environment, production and progress of the institution and organization. To explore the concept and dimensions of the job satisfaction, the experts developed numerous theories of the job satisfaction. Prominent job satisfaction's theories are; (1) hierarchy of needs theory which is established on the concept that individuals satisfying their needs in a certain order from lower to the higher needs, (2) two –factory which describes that job satisfaction and job dissatisfaction are impacted by motivational and hygiene factors respectively, (3) the expectancy theory which proposes that motivation which leads to job satisfaction is due to the perceived relationship between an individual's effort, performance and outputs linked with job performance.

The researchers identified that self- based authentic leadership has direct and indirect relation with job satisfaction of the workers. Similarly, it was also investigated by the researchers that self- based authentic leadership has relationship with job satisfaction.

The studies conducted in the higher educational settings also gave importance to the self-based authentic leadership of the administrator and job satisfaction of university teachers. These studies have planned that some factors of self- based authentic leadership have influenced the job satisfaction of the university teachers whereas some have not.

CHAPTER 03

METHODOLOGY

This chapter presents an overview of the research methodology that was used to explore the relationship of self-based authentic leadership with job satisfaction of university teachers. This section of the study comprises of brief discussion of research design, population and procedure of sample and sampling techniques, followed by instruments of data collection, their descriptions and method of data collection and data organization. This investigation has been discussed under various captions as follow:

3.1   RESEARCH DESIGN

Creswell (2009) described quantitative research as "a means for testing objective theories by examining the relationship among variables". Leedy and Ormrod (2013) defined correlational research as "a statistical investigation of the relationship between two or more variables". Correlational research seems to investigate a surface relationship between two or more variables but it does not necessarily seek to explain a causal relationship.

This was co-relational study in nature. Survey method was used to collect the data through questionnaires. It was necessary to use multiple approaches to investigate the relationship of self-based authentic leadership with job satisfaction of university teachers. The researcher applied chi-square technique to identify the trend of the participants towards major and sub variables. Tables were used to show the association between categorical variables but to avoid the extension of the interpretation they were not further explained.

3.2 POPULATION OF THE STUDY

The population of the study was consisted of 304 (44 heads of departments and 260 university teachers), as identified by the central administration offices of the selected universities. The population belonged to social sciences departments from 10 public universities located in Khyber Pakhtunkhwa where co-education system was existed (Retrieved from www.hec.gov.pkdated 03/03/2015). There were two reasons why these 10 universities were chosen for this study. First, the researcher had an easy access to these universities for data collection. Second, the determined social subjects were in function in these universities. Further, the reason of excluding the private sector universities was that they had no permanent and precise administrative positions and teaching staff.

3.3 SAMPLE AND SAMPLING TECHNIQUES

"The strategy of sampling should be governed by the standard of fitness or suitability for purpose. The purpose of the study, time and effort restrictions connected with the researcher, the data collection methods and the research methodology" were used in developing the sampling strategy (Cohen et al., 2007). Total population or universal sampling is a type of purpose sampling technique which involves the examining of the total population with a certain set of common characteristics. The sample for this quantitative survey was all the 34 (26 male and 8 female) heads of departments and 250 (154 male and 96 female) university teachers excluding the 20 participants (10 heads of departments and 10 university teachers) who participated in the pilot study. When the total population is taken as a sample then the question of sampling has no relevance (Cohen et al., 2007).

Table 3.1

Population and Sample of the Study

S. No	Target Group	Population	Sample	Sampling Technique
1.	HoDs'	34	34	Universal Sampling
2.	University Teachers	250	250	Universal Sampling

3.4   INSTRUMENTATION

The usage of the questionnaire, whether SALQ or JSS, as a research data collection tool in the present study has some benefits. Being inexpensive, can be quickly administered as compared to the interview or observation and it permits easy processing and comparison of responses with the removal of interviewer variability and effects and is convenient for the respondents (Cohen et al., 2007; Bryman, 2008).

A standardized questionnaire titled as Self Based Authentic Leadership Questionnaire (SALQ) developed by Avolio in 2007 is consisted of 16 items, based on the four factors of authentic leadership, was used to investigate the views of the heads of departments regarding self-based authentic leadership. The first dimension of self-awareness, which describes the rising process where a person continuously comes to know his unique core values, strengths, beliefs, talents, sense of purpose and desires. The second dimension is balanced processing which entails looking at others' views and objectively analyzing them in decision-making as well as being aware of one's own biases. The third dimension is relational transparency which explains an honest and open communication and relationship of a leader with his followers. The fourth dimension is internalized moral

perspective which is about the ability of a leader to establish behaviours and actions on inner values and morals, controlling the external pressure and influence.

The other standardized questionnaire entitled as "Job Satisfaction Survey" developed by Spector which consisted of 34 items was used to investigate about the job satisfaction of the university teachers. Spector (2011) permits researchers to utilize his survey questionnaire for research or non-commercial educational purposes. "The Job Satisfaction Survey (JSS) evaluates how employees think about their job and investigates their attitudes towards various aspects of their job" (Spector, 2011).

The questionnaire focuses on the eight factors. The first is pay which describes the satisfaction with pay and pay raise. The second is promotion which describes the satisfaction with promotion opportunities. The third is supervision, which describes the satisfaction with person's immediate supervisor. The fourth is fringe benefits, which indicates satisfaction with fringe benefits such as health care or pension. The fifth is contingent rewards which describe the satisfaction with rewards given for good performance and the sixth is the operating conditions which describes the satisfaction with rules and procedures. The seventh dimension is co-workers, which inculcates the satisfaction with co-workers. The eight is nature of work and communication which describes the satisfaction with the nature of work done and communications within the organization or institution.

3.4.1   Pilot Testing

Pilot testing is applied to refine, change and remove the stated items of the questionnaires not properly understandable. The pilot study involved 20 participants (10 heads of departments and 10 teachers) of the study which were excluded from the sample.

3.4.2 Construct Validity

"Construct validity is the degree to which the elements within a measurement procedure are relevant and representatives of the construct for which they will be utilized to measure" (Haynes et al., 1995). For validation, the instruments were presented to a sample of 20 participants mentioned earlier for the input and they suggested a few minor changes. Following their instructions in Job Satisfaction Survey (JSS) questionnaire, the word "organization" was replaced by the term "university" in items 21, 3 and 22. Similarly, the word "supervisor" was replaced by the "head of department" in items 8, 9, 10 and 11 and the word "we" was replaced by "I" in items 13 and 14. Further, the word "red tape" was replaced by "complex rules and procedures" in item 20 to minimize the ambiguity on the part of the participants. Further, two items i.e. item 8 and 13 were removed from the JSS questionnaire and the remaining 34 items were rearranged as per suggestion of the experts. For Self-Based Authentic Leadership Questionnaire (SALQ), the items were rearranged under each related factors as was suggested by the experts.

3.4.3   Reliability

Reliability is the extent to which a test constantly measures whatever it intends to measure. In this study, the reliabilities of two questionnaires were investigated by Cronbach's Alpha. Cohen et al. (2011) stated that a questionnaire is considered highly reliable if Cronbach Alpha range is 0.8 - 0.9.

The reliability coefficients for the two questionnaires used in this study are given below:

Table 3.2

Reliability of the Questionnaires

S. No	Questionnaire	Reliability
1.	Self-Based Authentic Leadership Questionnaire	0.90
2.	Job Satisfaction Survey	0.86

3.5   DATA COLLECTION

Data were collected from H.O.D's through standardized Self-Based Authentic Leadership Questionnaire (SALQ) and from university teachers through Job Satisfaction Survey (JSS) questionnaire to investigate the relationship of self-based authentic leadership with job satisfaction of university teachers. The researcher distributed 34 Self Based Authentic Leadership Questionnaire (SALQ) among the heads of department and 250 Job Satisfaction Survey Questionnaires among the university teachers and out of total, the 29 questionnaires from heads of departments and 232 from the university teachers were collected back. The researcher personally supervised and collected the questionnaires from the respondents.

3.6   DATA ANALYSIS

The collected data through standardized questionnaires were tabulated, analyzed and interpreted according to the objectives and hypotheses of the study. The Self-based Authentic Leadership Questionnaire (SALQ) had 16 statements which measured the self-based authentic leadership of HoDs' by evaluating four dimensions of self-awareness,

balanced processing, and internalized moral perspective and relational transparency. It had a 5- point rating scale from strongly disagree to strong agree. The Job Satisfaction Survey (JSS) questionnaire consisted of 36 statements and measured the level of job satisfaction of university teachers. It had a Likert Rating Scale with six choices per item ranging from "disagree very much" to "agree very much". It evaluated the eight dimensions of job satisfaction of teachers, namely; "pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, and nature work and communication". The HoDs' trends of opinion on four dimensions of self-based authentic leadership were estimated by testing four null hypotheses and university teachers' trend of opinion on eight dimensions of job satisfaction by testing hypotheses at the 0.05 level of significance.

CHAPTER 04

ANALYSIS AND INTERPRETATION OF DATA

This chapter provides the analysis and interpretation process of the data. The study was conducted to investigate the relationship of self- based authentic leadership with job satisfaction of university teachers in Khyber Pakhtunkhwa province of Pakistan. Statistical Package for Social Sciences (SPSS) was utilized for analysis of the data. The two standardized questionnaires were used to seek the views of the study participants and in the light of statistical results, the interpretations were made. Cronbach alpha coefficients were used to investigate the reliability of the two questionnaires. The questionnaires yielded strong and high internal consistency of the total scale and sub-scales. The total correlation of items was found highly significant at .001.

The sequence of the data presentation and analysis is as follows:

First section describes the analysis of data and interpretation of questionnaire of authentic leadership questionnaire, which was given to the head of departments and chi-square cross -tabulation was used for analysis of responses of heads of department to seek the significance of the variables. Second section presents the analysis of data and interpretation of questionnaire of job satisfaction survey which was given to the teachers and chi-square cross -tabulation was used for analysis of responses of university teachers to investigate the significance of variables. Third section describes the analysis of data and interpretation of both questionnaires i.e. authentic leadership questionnaire and job satisfaction survey. Chi square technique was used to investigate the relationship of self-

based authentic leadership with job satisfaction of university teachers. The analysis of data and its interpretation is as under:-

4.1 RESULT OF SELF-BASED AUTHENTIC LEADERSHIP QUESTIONNAIRE

Demographic Analysis

Table 4.1.1

Gender

Category	Frequency	Percent
Male	23	79.31
Female	06	20.69
Total	29	100.0

Figure 4.1.1. Gender
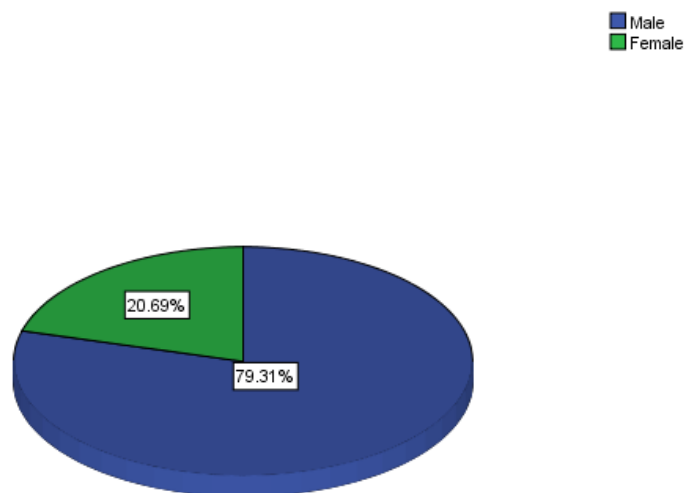
The table and figure showed that the respondents categorized as male and female. There were 79.31% male respondents while female respondents were 20.69%

Table 4.1.2

Designation

Category	Frequency	Percent
Lecturer	3	10.35
Assistant Professor	12	41.38
Associate Professor	10	34.48
Professor	4	13.79
Total	29	

Figure 4.1.2. Designation
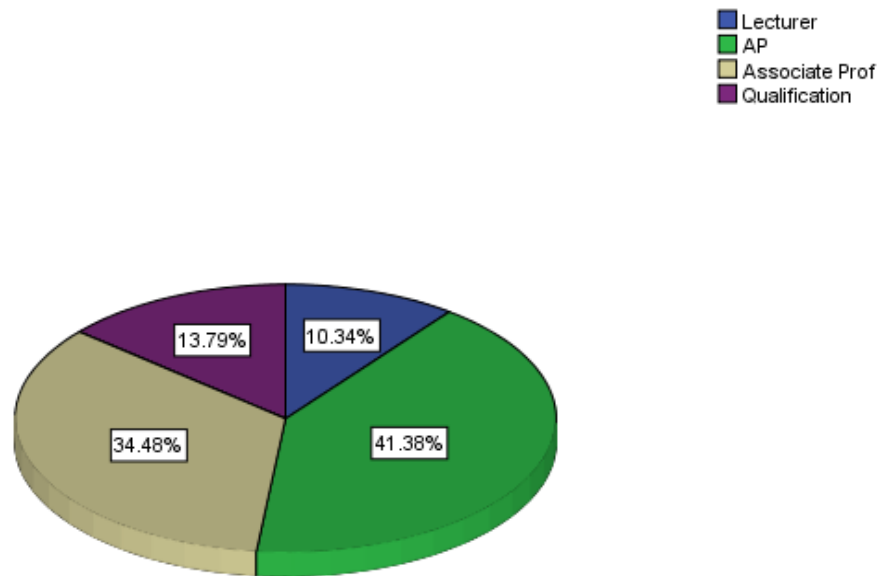
The table and figure revealed that the respondents categorized as Lecturer, Assistant Professor, Associate Professor and Professor. There were 10.35 % lecturers, 41.38 % Assistant Professors, 34.48 % Associate Professors and 13.79 % were professors of the sample.

Table 4.1.3

Qualification

Category	Frequency	Percent
Master	4	13.79
MS/M. Phil	9	31.03
PhD	12	41.37
Post Doctorate	4	13.79
Total	29	

Figure 4.1.3. *Qualification*
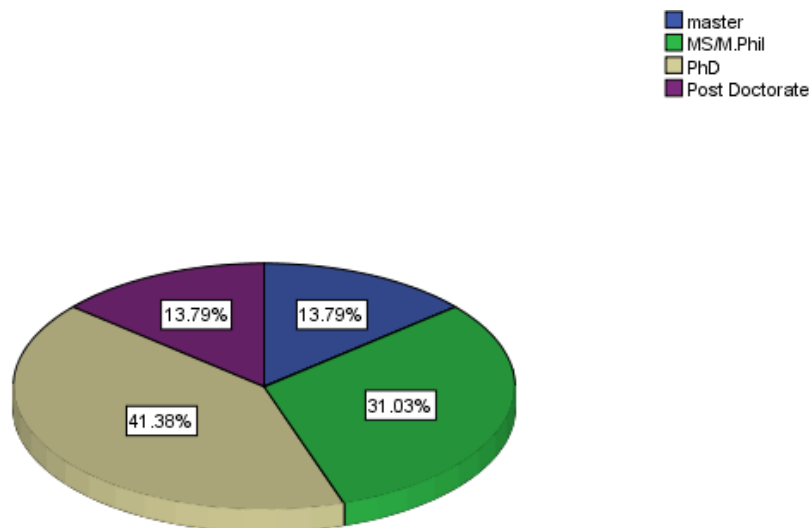
The table and figure highlighted the qualifications of the respondents categorized as Masters (16 years Education) MS/ M.Phil. (18 years' education), PhD and Post Doctorate. The number of respondents completed 16 years of education representing 13.79%, MS/ M.Phil degree holders were 31.03 % of the sample. Similarly, PhDs and Post Doctorates were 41.37% and 13.79% in number respectively.

Table 4.1.4

Listing the Three Greatest Weaknesses

Options	Observed N	Expected N	χ^2
SDA	3	5.8	
DA	4	5.8	
N	3	5.8	27.379
A	17	5.8	
SA	2	5.8	
Total	29		

Significant   df = 4 χ^2 at p-value 0.05=9.49

The above entries in the table make it clear that the value of chi square is 27.379 > 9.49 at $\partial = 0.05$ and df = 4. Therefore, the result was statistically significant which showed that the heads of departments as authentic leaders could list their three greatest weaknesses.

Table 4.1.5

Listing the Three Greatest Strengths

Options	Observed N	Expected N	χ^2
SDA	3	5.8	
DA	1	5.8	
N	1	5.8	25.655
A	15	5.8	
SA	9	5.8	
Total	29		

Significant   df = 4 χ^2 at p-value 0.05=9.49

The above entries in the table make it clear that the value of chi square is 25.655 > 9.49 at $\partial = 0.05$ and df = 4. Therefore, the result was statistically significant which showed that the heads of departments as authentic leaders could list their three greatest strengths.

Table 4.1.6

Feedback as a Way of Understanding the Self

Options	Observed N	Expected N	χ^2
SDA	4	5.8	
DA	4	5.8	
N	2	5.8	10.414
A	10	5.8	
SA	9	5.8	
Total	29		

Significant   df = 4 χ^2 at p-value 0.05=9.49

The above entries in the table make it clear that the value of chi square is 10.414 > 9.49 at $\partial = 0.05$ and df = 4. Therefore, the result was statistically significant which showed that heads of departments as authentic leaders sought feedback as a way of understanding who really they were as persons.

Table 4.1.7

Accepting Feelings about Myself

Options	Observed N	Expected N	χ^2
SDA	2	5.8	
DA	5	5.8	
N	1	5.8	14.276
A	10	5.8	
SA	11	5.8	
Total	29		

Significant df = 4 χ^2 at p-value 0.05=9.49

The statistical results make it evident that the value of chi square is 14.276 > 9.49 at $\partial = 0.05$ and df = 4. Therefore, the result was statistically significant which showed that heads of departments accepted the feelings having about themselves.

Table 4.1.8

Seeking Opinions before Making up Mind

Options	Observed N	Expected N	χ^2
SDA	3	5.8	
DA	3	5.8	
N	2	5.8	13.586
A	12	5.8	
SA	9	5.8	
Total		29	

Significant   df = 4 χ^2at p-value 0.05=9.49

The above entries in the table make it clear that the value of chi square is 13.586>

9.49 at ∂ = 0.05 and df = 4. Therefore, the result was statistically significant which showed

that heads of departments as authentic leaders sought others' opinions before making up

their own mind.

Table 4.1.9

Listening the Ideas of Those who Disagree

Options	Observed N	Expected N	χ^2
SDA	3	5.8	
DA	2	5.8	
N	1	5.8	23.241
A	15	5.8	
SA	8	5.8	
Total	29		

Significant   df = 4 χ^2at p-value 0.05=9.49

The above entries in the table make it clear that the value of chi square is 23.241>

9.49 at ∂ = 0.05 and df = 4. Therefore, the result was statistically significant which showed

that heads of departments as authentic leaders closely listened the ideas of those who

disagreed with them.

Table 4.1.10

Not Emphasizing at the Expense of Others

Options	Observed N	Expected N	χ^2
SDA	1	5.8	
DA	3	5.8	
N	2	5.8	29.448
A	17	5.8	
SA	6	5.8	
Total	29		

Significant   df = 4 χ^2 at p-value 0.05=9.49

The entries in the above table make it clear that the value of chi square is 29.448>

9.49 at ∂ = 0.05 and df = 4. Therefore, the result was statistically significant which showed

that heads of departments as authentic leaders did not emphasize their own point of views

at the expense of others.

Table 4.1.11

Listening the Ideas before Making Decisions

Options	Observed N	Expected N	χ^2
SDA	4	5.8	
DA	2	5.8	
N	3	5.8	10.828
A	11	5.8	
SA	9	5.8	
Total	29		

Significant   df = 4 χ^2 at p-value 0.05=9.49

The statistical results make it evident that the value of chi square is 10.828> 9.49 at

∂ = 0.05 and df = 4. Therefore, the result was statistically significant which showed that

heads of departments listened carefully the ideas of others before making decisions.

Table 4.1.12

Openly Sharing of Feelings

Options	Observed N	Expected N	χ^2
SDA	3	5.8	
DA	1	5.8	
N	2	5.8	21.172
A	9	5.8	
SA	14	5.8	
Total	29		

Significant   df = 4 χ^2 at p-value 0.05=9.49

The above entries in the table make it clear that the value of chi square is 21.172>
9.49 at $\partial = 0.05$ and df = 4. Therefore, the result was statistically significant which showed
that the head of departments as authentic leaders openly shared their feelings with others.

Table 4.1.13

Let Others Knowing who I Truly am as a Person

Options	Observed N	Expected N	χ^2
SDA	2	5.8	
DA	2	5.8	
N	4	5.8	17.379
A	7	5.8	
SA	14	5.8	
Total	29		

Significant   df = 4 χ^2 at p-value 0.05=9.49

The above entries in the table make it clear that the value of chi square is 17.379>
9.49 at $\partial = 0.05$ and df = 4. Therefore, the result was statistically significant which showed
that heads of departments as authentic leaders let others knowing who they truly were as
person.

Table 4.1.14

Presenting a "False" Front

Options	Observed N	Expected N	χ^2
SDA	4	7.3	
DA	2	7.3	
N	10	0.00	10.310
A	11	7.3	
SA	12	7.3	
Total	29		

Significant   df = 4 χ^2 at p-value 0.05=9.49

The statistical results make it evident that the value of chi square is 10.310> 9.49

at ∂ = 0.05 and df = 4. Therefore, the result was statistically significant which showed that

heads of departments rarely presented their "false" front to others.

Table 4.1.15

Admitting Their Mistakes to Others

Options	Observed N	Expected N	χ^2
SDA	3	5.8	
DA	4	5.8	
N	1	5.8	14.276
A	9	5.8	
SA	12	5.8	
Total	29		

Significant   df = 4 χ^2 at p-value 0.05=9.49

The statistical results make it evident that the value of chi square is 14.276>

9.4888 at ∂ = 0.05 and df = 4. Therefore, the result was statistically significant which

showed that heads of departments admitted their mistakes to others.

Table 4.1.16

Actions Reflecting Core Values

Options	Observed N	Expected N	χ^2
SDA	2	5.8	
DA	3	5.8	11.9310
N	3	5.8	
A	8	5.8	
SA	13	5.8	
Total	29		

Significant   df = 4 χ^2 at p-value 0.05=9.49

The above entries in the table make it clear that the value of chi square is 11.9310 > 9.49 at $\partial = 0.05$ and df = 4. Therefore, the result was statistically significant which showed that actions of heads of departments as authentic leaders reflected their core values.

Table 4.1.17

Not Allowing Group Pressure to Control HoDs'

Options	Observed N	Expected N	χ^2
SDA	1	5.8	
DA	4	5.8	
N	2	5.8	21.862
A	7	5.8	
SA	15	5.8	
Total	29		

Significant   df = 4 χ^2 at p-value 0.05=9.49

The above entries in the table make it clear that the value of chi square is 21.862> 9.49 at $\partial = 0.05$ and df = 4. Therefore, the result was statistically significant which showed that heads of departments as authentic leaders did not allow group pressure to control them.

Table 4.1.18

People Know where I Stand on Controversial Issues

Options	Observed N	Expected N	χ^2
SDA	3	5.8	
DA	3	5.8	
N	3	5.8	11.517
A	12	5.8	
SA	8	5.8	
Total	29		

Significant   df = 4 χ^2at p-value 0.05=9.49   .

The above entries in the table make it clear that the value of chi square is 11.517 >

9.49 at $\partial = 0.05$ and df = 4. Therefore, the result was statistically significant which showed

that university teachers knew where heads of departments as authentic leaders stood on

controversial issues.

Table 4.1.19

Morals Guide me what I Do as a Leader

Options	Observed N	Expected N	χ^2
SDA	2	5.8	
DA	2	5.8	
N	2	5.8	19.448
A	10	5.8	
SA	13	5.8	
Total	29		

Significant   df = 4 χ^2at p-value 0.05=9.49

The statistical results make it evident that the value of chi square is 19.448>

9.4888 at $\partial = 0.05$ and df = 4. Therefore, the result was statistically significant which

showed that heads of departments morals guided them what they did as leaders.

4.2 ACCUMULATIVE TABLES OF DIMENSIONS OF SELF–BASED AUTHENTIC LEADERSHIP

Table 4.2.1

Statistical Significance of HoDs' Trend of Opinion about the Dimension of Self-Awareness on Self-Based Authentic Leadership

	SDA	DA	N	A	SA	χ^2	P	Total
								116
fo	12	14	7	52	31			
						59	< 0.05	
fe	23.2	23.2	23.2	23.2	23.2			116
fo- fe	11.2	9.2	16.2	28.8	7.8			
$(fo- fe)^2$	$(11.2)^2$	$(9.2)^2$	$(16.2)^2$	$(28.8)^2$	$(7.8)^2$			
$\dfrac{(fo- fe)^2}{fe}$	$\dfrac{125.44}{23.2}$	$\dfrac{84.64}{23.2}$	$\dfrac{262.44}{23.2}$	$\dfrac{829.44}{23.2}$	$\dfrac{60.84}{23.2}$			
$\chi^2 = \Sigma \dfrac{(fo- fe)^2}{fe}$	5.40	3.64	11.31	35.8	2.62			

Significant df= 4 χ^2 at 0.05= 9.488

As the entries in the above table shows, the observed results diverge significantly from the expected results at 0.05 level of significance. Thus Ho1 is discarded because the responses of HoDs' occur favourably in agreement with the dimension of self awareness on self based authentic leadership.

Table 4.2.2

Statistical Significance of HoDs' Trend of Opinion about the Dimension of Balanced Processing on Self Based Authentic Leadership

	SDA	DA	N	A	SA	χ^2	P	Total
								116
fo	11	10	8	55	32			
						71	< 0.05	
fe	23.2	23.2	23.2	23.2	23.2			116
fo- fe	12.2	13.2	15.2	31.8	8.8			
$(fo- fe)^2$	$(12.2)^2$	$(13.2)^2$	$(15.2)^2$	$(31.8)^2$	$(8.8)^2$			
$\dfrac{(fo- fe)^2}{fe}$	$\dfrac{148.84}{23.2}$	$\dfrac{174.24}{23.2}$	$\dfrac{231.04}{23.2}$	$\dfrac{1011.2}{23.2}$	$\dfrac{77.44}{23.2}$			
$\chi^2 = \Sigma \dfrac{(fo- fe)^2}{fe}$	6.41	7.51	9.95	43.58	3.33			

Significant df= 4 $\qquad\qquad\qquad\qquad\qquad\qquad\qquad$ χ^2 at 0.05= 9.488

As the entries in the above table shows, the observed results diverge significantly from the expected results at the 0.05 level of significance. Thus the Ho2 is discarded because the responses of HoDs' occur favourably in agreement with the dimension of balanced processing on self based authentic leadership.

Table 4.2.3

Statistical Significance of HoDs' Trend of Opinion about the Dimension of Relational Transparency on Self Based Authentic Leadership

	SDA	DA	N	A	SA	χ^2	P	Total
								116
fo	12	9	14	29	52			
						55	0.05	
fe	23.2	23.2	23.2	23.2	23.2			116
fo- fe	11.2	14.2	9.2	5.8	28.8			
$(fo- fe)^2$	$(11.2)^2$	$(14.2)^2$	$(9.2)^2$	$(5.8)^2$	$(28.8)^2$			
$\dfrac{(fo- fe)^2}{fe}$	$\dfrac{125.44}{23.2}$	$\dfrac{201.64}{23.2}$	$\dfrac{84.64}{23.2}$	$\dfrac{33.64}{23.2}$	$\dfrac{829.44}{23.2}$			
$\chi^2 = \Sigma \dfrac{(fo- fe)^2}{fe}$	5.40	8.69	3.64	1.45	35.75			

Significant df= 4 $\qquad\qquad\qquad\qquad\qquad\qquad$ χ^2 at 0.05= 9.488

As the entries in the above table shows, the observed results diverge significantly from the expected results at the 0.05 level of significance. Thus the Ho3 is discarded because the responses of HoDs' occur favourably in agreement with the dimension of relational transparency on self based authentic leadership.

Table 4.2.4

Statistical Significance of HoDs' Trend of Opinion about the Dimension of Internalized Moral Perspective on Self Based Authentic Leadership

	SDA	DA	N	A	SA	χ^2	P	Total
								116
fo	8	12	10	37	49			
						60	< 0.05	
fe	23.2	23.2	23.2	23.2	23.2			116
fo- fe	15.2	11.2	13.2	13.8	25.8			
(fo- fe)^2	(15.2)^2	(11.2)^2	(13.2)^2	(13.8)^2	(25.8)^2			
$\dfrac{(\text{fo- fe})^2}{\text{fe}}$	$\dfrac{231.04}{23.2}$	$\dfrac{125.44}{23.2}$	$\dfrac{174.24}{23.2}$	$\dfrac{190.44}{23.2}$	$\dfrac{665.64}{23.2}$			
$\chi^2 = \Sigma \dfrac{(\text{fo- fe})^2}{\text{fe}}$	9.95	5.40	7.51	8.20	28.69			

Significant df= 4 χ^2 at 0.05= 9.488

As the entries in the above table shows, the observed results diverge significantly from the expected results at the 0.05 level of significance. Thus the Ho4 is discarded because the responses of HoDs' occur favourably in agreement with the dimension of internalized moral perspective on self based authentic leadership.

4.3   RESULT OF QUESTIONNAIRE OF JOB SATISFACTION SURVEY

Demographic Analysis

Table 4.3.1

Gender

Category	Frequency	Percent
Male	143	61.6
Female	89	38.4
Total	232	100.0

Figure 4.3.1 *Gender*
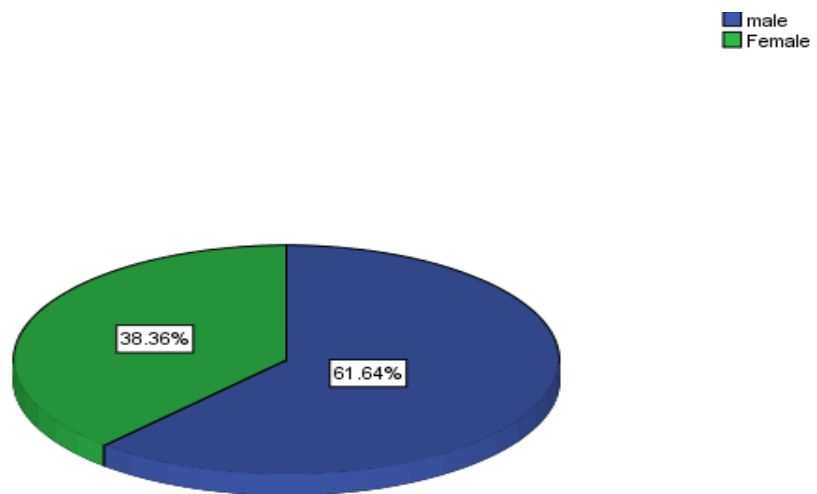
The table and figure showed that the respondents categorized as male and female. There were 61.6% of male respondents while female respondents were 38.4%.

Table 4.3.2

Designation

Category	Frequency	Percent
Lecturer	80	34.48
Assistant Professor	72	31.03
Associate professor	63	27.16
Professor	17	7.33
Total	232	

Figure 4.3.2 *Designation*
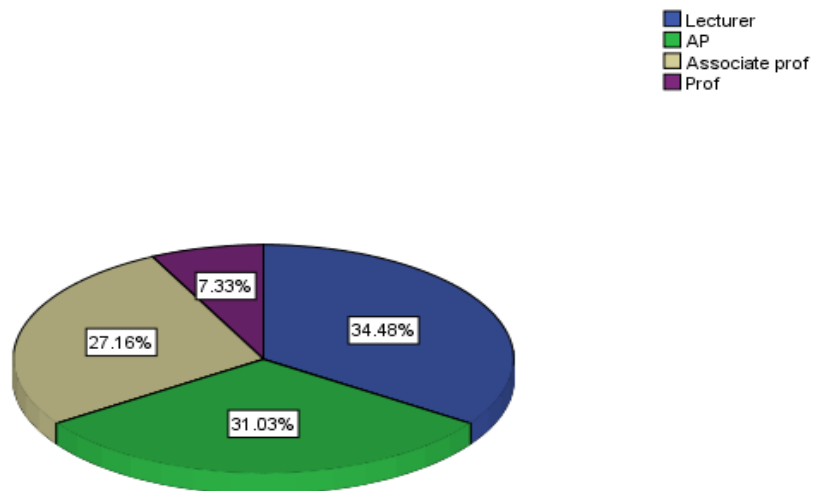
The table and figure revealed that the respondents categorized as Lecturer, Assistant Professor, Associate Professor and Professor. There were 34.48% lecturers, 31.03% Assistant Professors, 27.16% Associate Professors and 7.33 % were professors of the sample.

Table 4.3.3

Qualification

Category	Frequency	Percent
Master	108	46.6
MS/M.Phil	50	21.6
PhD	48	20.7
Post Doctorate	26	11.2
Total	232	

Figure 4.3.2 *Qualification*
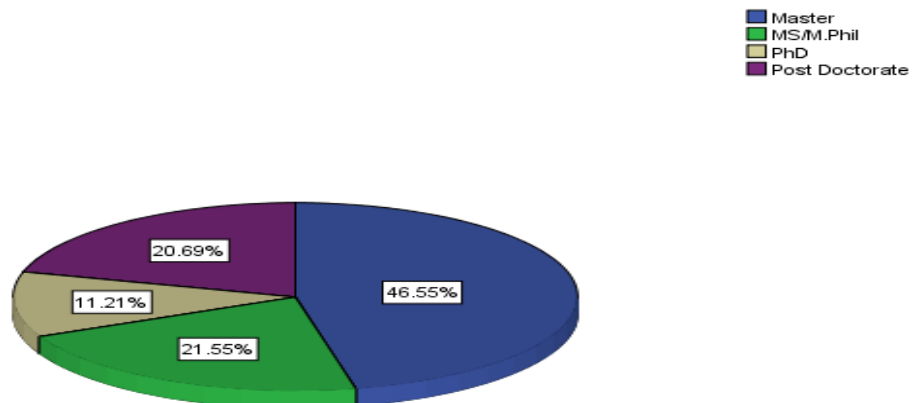
The table and figure highlighted the qualification of the respondents categorized as Masters (16 years Education) MS/ M.Phil (18 years education) PhD and Post Doctorate. The number of respondents completed 16 years of education, representing 46.6%, MS/ M.Phil degree holders were 21.6 % of the sample. Similarly, PhDs and Post Doctorates were 20.7 % and 11.2 % in number respectively.

Table 4.3.4

Payment for the Work

Options	Observed N	Expected N	χ^2
DVM	17	38.7	
DAM	20	38.7	
DS	19	38.7	102.862
AS	28	38.7	
AM	83	38.7	
AVM	65	38.7	
Total	232		

Significant df = 5 $\qquad\qquad\qquad\qquad$ χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 102.862 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that the university teachers felt that they were being paid a fair amount for the work they did.

Table 4.3.5

Rising of Payment

Options	Observed N	Expected N	χ^2
DVM	133	38.7	
DAM	40	38.7	
DAS	4	38.7	
AS	15	38.7	294.603
AM	16	38.7	
AVM	24	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 294.603 > 11.07 at $\partial = 0.05$ and df = 5. Therefore, the result was statistically significant which showed that the pays of university teachers raised were not too few and far between.

Table 4.3.6

Un-Appreciating when Thinking about Payment

Options	Observed N	Expected N	χ^2
DVM	85	38.7	
DAM	91	38.7	
DAS	20	38.7	
AS	16	38.7	191.207
AM	9	38.7	
AVM	11	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square $\chi^2 = > 11.07$ at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that the university teachers felt unappreciated by the university when they thought about what they paid them.

Table 4.3.7

Feeling Satisfaction Regarding Increase in Salary

Options	Observed N	Expected N	χ^2
DVM	10	46.4	
DAM	14	46.4	
DAS	140	46.4	
AS	42	46.4	03.379
AM	10	46.4	
AVM	16	46.4	
Total	232		

Significant df = 5 $\qquad\qquad$ χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 03.379 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically insignificant which showed that the university teachers did not feel satisfaction with their chances for salary increase.

Table 4.3.8

Chance for Promotion

Options	Observed N	Expected N	χ^2
DVM	71	46.4	
DAM	90	46.4	
DAS	26	46.4	
AS	33	46.4	92.353
AM	0.00	46.4	
AVM	6	46.4	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square $\chi^2 = 92.353 >$ 11.07 at $\partial = 0.05$ and df = 5. Therefore, the result was statistically insignificant which showed that university teachers had chances for promotion on their job.

Table 4.3.9

Doing Well on the Job Stand a Fair Chance of Promotion

Options	Observed N	Expected N	χ^2
DVM	97	38.7	
DAM	94	38.7	
DAS	19	38.7	
AS	7	38.7	03.069
AM	14	38.7	
AVM	11	38.7	
Total	232		

Significant   df = 5 χ^2at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 03.069 > 11.07 at $\partial = 0.05$ and df = 5. Therefore, the result was statistically insignificant which showed that those university teachers who did well on the job had no fair chance for promotion.

Table 4.3.10

Satisfaction with Chances for Promotion

Options	Observed N	Expected N	χ^2
DVM	13	38.7	
DAM	2	38.7	
DAS	15	38.7	
AS	67	38.7	132.241
AM	61	38.7	
AVM	74	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 132.241 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that the university teachers were satisfied with their chances for promotions.

Table 4.3.11

Competency of HoDs' in Doing Job

Options	Observed N	Expected N	χ^2
DVM	8	38.7	
DAM	8	38.7	
DAS	13	38.7	196.845
AS	30	38.7	
AM	101	38.7	
AVM	72	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 196.845 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that in the view of the university teachers the heads of departments were quite competent in doing their job.

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Table 4.3.12

Unfairness of Heads of Departments

Options	Observed N	Expected N	χ^2
DVM	142	46.4	
DAM	52	46.4	
DAS	3	46.4	274.336
AS	16	46.4	
AM	15	46.4	
AVM	4	46.4	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 274.336 > 11.07 at $\partial = 0.05$ and df = 5. Therefore, the result was statistically significant which showed that heads of departments were fair to university teachers.

Table 4.3.13

HoDs' Showing too Little Interest in the Feelings of Teachers

Options	Observed N	Expected N	χ^2
DVM	86	38.7	
DAM	66	38.7	
DAS	13	38.7	118.948
AS	20	38.7	
AM	15	38.7	
AVM	32	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 118.948 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that heads of departments showed too much interest in the feelings of university teachers.

Table 4.3.14

Liking of Heads of Departments

Options	Observed N	Expected N	χ^2
DVM	10	38.7	
DAM	24	38.7	
DAS	10	38.7	169.638
AS	19	38.7	
AM	92	38.7	
AVM	77	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 169.638 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that the university teachers liked their heads of departments.

Table 4.3.15

Satisfaction from Receiving Benefits

Options	Observed N	Expected N	χ^2
DVM	97	38.7	
DAM	58	38.7	
DAS	31	38.7	07.069
AS	12	38.7	
AM	19	38.7	
AVM	15	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 07.069 > 11.07 at $\partial = 0.05$ and df = 5. Therefore, the result was statistically insignificant which showed that the university teachers were not satisfied with the benefits they received.

Table 4.3.16

Equitability of Benefit Package

Options	Observed N	Expected N	χ^2
DVM	57	38.7	
DAM	86	38.7	
DAS	11	38.7	07.793
AS	22	38.7	
AM	23	38.7	
AVM	33	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 07.793 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that university teachers had the benefit package were not equitable.

Table 4.3.17

Benefits Not Having that University Teachers Should Have

Options	Observed N	Expected N	χ^2
DVM	28	38.7	
DAM	53	38.7	
DAS	42	38.7	17.983
AS	48	38.7	
AM	39	38.7	
AVM	22	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is $17.983 > 11.07$ at $\partial = 0.05$ and df = 5. Therefore, the result was statistically significant which showed that the university teachers did not have the benefits which they should have.

Table 4.3.18

Receiving Recognition for Doing Good Job

Options	Observed N	Expected N	χ^2
DVM	13	38.7	
DAM	7	38.7	
DAS	13	38.7	184.586
AS	31	38.7	
AM	102	38.7	
AVM	66	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 184.586 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that when the university teachers did a good job, they received the recognition for it they should receive.

Table 4.3.19

Not Feeling of Appreciating the Doing Good Work

Options	Observed N	Expected N	χ^2
DVM	35	38.7	
DAM	35	38.7	
DAS	19	38.7	71.672
AS	11	38.7	
AM	59	38.7	
AVM	73	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 71.672 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that the university teachers did not feel that the work they did was appreciated.

Table 4.3.20

Few Rewards for University Teachers

Options	Observed N	Expected N	χ^2
DVM	77	38.7	
DAM	95	38.7	
DAS	13	38.7	108.241
AS	12	38.7	
AM	12	38.7	
AVM	23	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident [that] the value of chi square is 180.241 > 11.07 at $\partial = 0.05$ and df = 5. Therefore, the result was statistically significant which showed that there were few rewards for those university teachers who worked in universities.

Table 4.3.21

Rewarding of Benefits to University Teachers

Options	Observed N	Expected N	χ^2
DVM	15	38.7	
DAM	11	38.7	
DAS	18	38.7	236.776
AS	28	38.7	
AM	124	38.7	
AVM	36	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 236.776 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that the university teachers did not feel that their efforts were rewarded the way they should had.

Table 4.3.22

Rules and Procedures Making a Good Job Difficult

Options	Observed N	Expected N	χ^2
DVM	109	38.7	
DAM	65	38.7	
DAS	13	38.7	
AS	26	38.7	04.793
AM	18	38.7	
AVM	01	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square χ^2 = 04.793 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically insignificant which showed that university rules and procedures made doing a good job difficult.

Table 4.3.23

Blocking of Job by Complex Rules and Procedures

Options	Observed N	Expected N	χ^2
DVM	13	38.7	
DAM	10	38.7	
DAS	19	38.7	
AS	9	38.7	219.448
AM	77	38.7	
AVM	104	38.7	
Total	232		

Significant   df = 5 $\qquad\qquad\qquad$ χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 219.448 > 11.07 at ∂ = 0.05 and df = 5. Therefore the result was statistically significant which showed that the efforts of university teachers to do good job were seldom blocked by complex rules and procedures.

Table 4.3.24

No Clearness of University Goals

Options	Observed N	Expected N	χ^2
DVM	88	46.4	
DAM	111	46.4	
DAS	10	46.4	
AS	4	46.4	208.819
AM	7	46.4	
AVM	12	46.4	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 208.819 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that the goals of the university were clear to university teachers.

Table 4.3.25

Feeling not Knowing, What is Going on Within the University

Options	Observed N	Expected N	χ^2
DVM	73	38.7	
DAM	58	38.7	
DAS	36	38.7	68.362
AS	30	38.7	
AM	10	38.7	
AVM	25	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 68.362 > 11.07 at $\partial = 0.05$ and df = 5. Therefore, the result was statistically significant which showed that university teachers often felt that they knew that what was going on within the universities.

Table 4.3.26

Too much Bickering and Fighting at Work

Options	Observed N	Expected N	χ^2
DVM	47	38.7	
DAM	11	38.7	
DAS	31	38.7	163.586
AS	25	38.7	
AM	12	38.7	
AVM	106	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 163.586 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that there was too much bickering and fighting at work**.**

Table 4.3.27

Explanation of Work Assignments

Options	Observed N	Expected N	χ^2
DVM	46	46.4	
DAM	97	46.4	
DAS	15	46.4	86.448
AS	49	46.4	
AM	13	46.4	
AVM	12	46.4	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 86.448> 11.07 at $\partial = 0.05$ and df = 5. Therefore, the result was statistically significant which showed that the work assignments were fully explained to the university teachers.

Table 4.3.28

Liking the Co-Workers

Options	Observed N	Expected N	χ^2
DVM	31	38.7	
DAM	20	38.7	
DAS	9	38.7	126.345
AS	17	38.7	
AM	85	38.7	
AVM	70	38.7	
Total	232		

Significant   df = 5 χ^2at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 126.345 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that the university teachers liked their co-workers.

Table 4.3.29

Working Hard Due to Incompetency of Co-Workers

Options	Observed N	Expected N	χ^2
DVM	130	58.0	
DAM	72	58.0	
DAS	9	58.0	
AS	10	58.0	05.517
AM	5	58.0	
AVM	6	58.0	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 05.517 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically insignificant which showed that the university teachers did not work harder at their job places because of the incompetency of people they worked with.

Table 4.3.30

Getting Ahead Fast than Other Places

Options	Observed N	Expected N	χ^2
DVM	38	38.7	
DAM	21	38.7	
DAS	33	38.7	
AS	42	38.7	20.983
AM	60	38.7	
AVM	38	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 20.983 > 11.07 at $\partial = 0.05$ and df = 5. Therefore, the result was statistically significant which showed that the university teachers opined that the university teachers got ahead as fast here as they did in other places.

Table 4.3.31

Enjoying Co-Workers

Options	Observed N	Expected N	χ^2
DVM	16	38.7	
DAM	21	38.7	
DAS	29	38.7	
AS	36	38.7	65.000
AM	55	38.7	
AVM	75	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 65.00 > 11.07 at $\partial = 0.05$ and df = 5. Therefore, the result was statistically significant which showed that the university teachers enjoyed their co-workers.

Table 4.3.32

Seeming of Communications in University

Options	Observed N	Expected N	χ^2
DVM	23	38.7	
DAM	22	38.7	
DAS	21	38.7	88.897
AS	21	38.7	
AM	73	38.7	
AVM	72	38.7	
Total	232		

Significant   df = 5 χ^2at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 88.897 > 11.07 at $\partial = 0.05$ and df = 5. Therefore, the result was statistically significant which showed that university teachers saw communications good in their universities.

Table 4.3.33

Liking the Doing Work at Work Place

Options	Observed N	Expected N	χ^2
DVM	23	38.7	
DAM	32	38.7	
DAS	17	38.7	48.034
AS	36	38.7	
AM	63	38.7	
AVM	61	38.7	
Total	232		

Significant   df = 5 χ^2at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 48.034 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that the university teachers liked doing the work they did at work place.

Table 4.3.34

Doing too Much at Workplace

Options	Observed N	Expected N	χ^2
DVM	19	38.7	
DAM	9	38.7	
DAS	12	38.7	
AS	15	38.7	208.172
AM	105	38.7	
AVM	72	38.7	
Total	232		

Significant   df = 5 χ^2at p-value 0.05=11.07

The statistical results make it evident that the value of chi-square is 208.172 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that the university teachers had too much to do at work.

Table 4.3.35

Feeling a Sense of Pride in Doing Job

Options	Observed N	Expected N	χ^2
DVM	19	38.7	
DAM	3	38.7	
DAS	18	38.7	139.121
AS	52	38.7	
AM	94	38.7	
AVM	46	38.7	
Total	232		

Significant   df = 5 χ^2at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 139.121 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that university teachers felt a sense of pride in doing their job.

Table 4.3.36

Having too much Paperwork

Options	Observed N	Expected N	χ^2
DVM	86	46.4	
DAM	65	46.4	
DAS	08	46.4	
AS	0.0	46.4	
AM	16	46.4	
AVM	24	46.4	
Total	232		

Significant   df = 5 χ^2at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 83.991 > 11.07at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that the university teachers had too much paperwork.

Table 4.3.37

Job is Enjoyable

Options	Observed N	Expected N	χ^2
DVM	13	38.7	
DAM	15	38.7	
DAS	18	38.7	
AS	41	38.7	141.034
AM	45	38.7	
AVM	100	38.7	
Total	232		

Significant   df = 5 χ^2 at p-value 0.05=11.07

The statistical results make it evident that the value of chi square is 141.034 > 11.07 at ∂ = 0.05 and df = 5. Therefore, the result was statistically significant which showed that the job of university teachers was enjoyable.

4.4 ACCUMULATIVE TABLES OF DIMENSIONS OF JOB SATISFACTION

Table 4.4.1

Statistical Significance of University Teachers' Trend of Opinion about Job Satisfaction on the Dimension of Pay

	DAVM	DAM	DAS	AS	AM	AVM	χ^2	P	Total
									1046
fo	195	109	282	96	186	178	142	<0.05	
fe	163	163	163	163	163	163			1046
fo- fe	32	54	119	67	23	15			
(fo- fe)^2	(32)2	(54)2	(119)2	(67)2	(23)2	(15)2			
(fo- fe)^2	1024	2916	14161	4489	529	225			
fe	163	163	163	163	163	163			

$\chi^2 = \Sigma \dfrac{(fo\text{- }fe)^2}{fe}$

	DAVM	DAM	DAS	AS	AM	AVM
fe	6	18	87	27	3	1

Significant df=5 χ^2 at 0.05= 11.07

As the entries in the above show, the responses of university teachers diverge significantly from the repeated results at the 0.05 level of significance. Thus, Ho5 is rejected because teachers' responses occur favourably on the dimension of pay structure on job satisfaction.

Table 4.4.2

Statistical Significance of University Teachers' Trend of Opinion about Job Satisfaction on the Dimension of Promotion

	DAVM	DAM	DAS	AS	AM	AVM	χ^2	P	Total
fo	170	186	60	104	85	91			696
							105	<0.05	
fe	124	124	124	124	124	124			696
fo- fe	46	62	64	20	39	33			
(fo- fe)^2	(46)2	(62)2	(64)2	(20)2	(39)2	(33)2			
$\underline{(fo- fe)^2}$	<u>2116</u>	<u>3844</u>	<u>4096</u>	<u>4489</u>	<u>1521</u>	<u>1089</u>			
fe	124	124	124	124	124	124			

$\chi^2 = \Sigma \dfrac{(fo-fe)^2}{fe}$

	DAVM	DAM	DAS	AS	AM	AVM
fe	17	31	33	3	12	9

Significant df=5 χ^2 at 0.05= 11.07

As the entries in the above show, the responses of university teachers diverge significantly from the repeated results at the 0.05 level of significance. Thus Ho6 is rejected because teachers' responses occur favourably on the dimension of promotion on job satisfaction.

Table 4.4.3

Statistical Significance of University Teachers' Trend of Opinion about Job Satisfaction on the Dimension of Supervision

	DAVM	DAM	DAS	AS	AM	AVM	χ^2	p	Total
fo	246	150	39	85	223	185			928
							199	<0.05	
fe	163	163	163	163	163	163			928
fo- fe	83	13	124	78	60	22			
$(fo- fe)^2$	(83)2	(13)2	(124)2	(78)2	(60)2	(22)2			
$\underline{(fo- fe)^2}$	6889	169	15376	6084	3600	484			
fe	163	163	163	163	163	163			
$\chi^2 = \Sigma \dfrac{(fo- fe)^2}{fe}$	42	1	94	37	22	3			

Significant df=5 χ^2 at 0.05= 11.07

As the entries in the above show, the responses of university teachers diverge significantly from the repeated results at the 0.05 level of significance. Thus Ho7 is rejected because teachers' responses occur favourably on the dimension of supervision on job satisfaction.

Table 4.4.4

Statistical Significance of University Teachers' Trend of Opinion about Job Satisfaction on the Dimension of Fringe Benefits

	DAVM	DAM	DAS	AS	AM	AVM	χ^2	p	Total
fo	228	236	75	45	50	62			696
							352	<0.05	
fe	116	116	116	116	116	116			696
fo- fe	112	110	41	71	66	54			
$(fo- fe)^2$	(112)2	(120)2	(41)2	(71)2	(66)2	(54)2			
$(fo- fe)^2$	12544	14400	1681	5041	4356	2916			
fe	116	116	116	116	116	116			
$\chi^2= \Sigma \dfrac{(fo- fe)^2}{fe}$	108	124	14	43	38	25			

Significant df=5 χ^2 at 0.05= 11.07

As the entries in the above show, the responses of university teachers diverge significantly from the repeated results at the 0.05 level of significance. Thus Ho8 is rejected because teachers' responses occur favourably on the dimension of Fringe Benefits on job satisfaction.

Table 4.4.5

Statistical significance of university teachers' trend of opinion about job satisfaction on the dimension of Contingent Rewards (Performance Based Rewards)

	DAVM	DAM	DAS	AS	AM	AVM	χ^2	p	Total
fo	192	207	63	78	252	136			928
							182	<0.05	
fe	155	155	155	155	155	155			928
fo- fe	37	52	92	77	97	19			
$(fo- fe)^2$	$(37)2$	$(52)2$	$(92)2$	$(77)2$	$(97)2$	$(19)2$			
$\dfrac{(fo- fe)^2}{fe}$	$\dfrac{1369}{155}$	$\dfrac{2704}{155}$	$\dfrac{8464}{155}$	$\dfrac{5929}{155}$	$\dfrac{9409}{155}$	$\dfrac{361}{155}$			
$\chi^2 = \dfrac{\Sigma (fo- fe)^2}{fe}$	8.83	17.44	54.6	38.25	60.7	2.32			

Significant df=5 χ^2 at 0.05= 11.07

As the entries in the above show, the responses of university teachers diverge significantly from the repeated results at the 0.05 level of significance. Thus Ho9 is rejected because teachers' responses occur favourably on the dimension of Contingent Rewards (Performance Based Rewards) on job satisfaction.

Table 4.4.6

Statistical Significance of University Teachers' Trend of Opinion about Job Satisfaction on the Dimension of Operating Procedures

	DAVM	DAM	DAS	AS	AM	AVM	χ^2	p	Total
fo	376	352	124	143	137	260			1392
							265	<0.05	
fe	247.6	247.6	247.6	247.6	247.6	247.6			1392
fo- fe	128	104	123	104	110	12			
$(fo- fe)^2$	$(128)2$	$(1042$	$(123)2$	$(104)2$	$(110)2$	$(12)2$			
$\underline{(fo- fe)^2}$	<u>16384</u>	<u>10816</u>	<u>15129</u>	<u>10816</u>	<u>12100</u>	<u>144</u>			
fe	247.6	247.6	247.6	247.6	247.6	247.6			
$\chi^2 = \Sigma \dfrac{(fo- fe)^2}{fe}$	66	44	61	44	49	1			

Significant df=5 χ^2 at 0.05= 11.07

As the entries in the above show, the responses of university teachers diverge significantly from the repeated results at the 0.05 level of significance. Thus Ho10 is rejected because teachers' responses occur favourably on the dimension of operating procedures (required rules and regulations) on job satisfaction.

Table 4.4.7

Statistical Significance of University Teachers' Trend of Opinion about Job Satisfaction on the Dimension of Co-Workers

	DAVM	DAM	DAS	AS	AM	AVM	χ^2	p	Total
fo	215	134	80	105	205	189			928
							103	<0.05	
fe	174	174	174	174	174	174			928
fo- fe	41	40	94	69	31	15			
(fo- fe)^2	(41)2	(40)2	(94)2	(69)2	(31)2	(15)2			
$\underline{\text{(fo- fe)}^2}$	1681	1600	8836	4761	961	225			
fe	174	174	174	174	174	174			
$\chi^2 = \Sigma \dfrac{\text{(fo- fe)}^2}{\text{fe}}$	9	9	51	27	6	1			

Significant df=5 χ^2 at 0.05= 11.07

As the entries in the above show, the responses of university teachers diverge significantly from the repeated results at the 0.05 level of significance. Thus Ho11 is rejected because teachers' responses occur favourably on the dimension of co-workers on job satisfaction.

Table 4.4.8

Statistical Significance of University Teachers' Trend of Opinion about Job Satisfaction on the Dimension of Nature of Work and Communication

	DAVM	DAM	DAS	AS	AM	AVM	χ^2	p	Total
fo	183	196	94	198	396	285			1352
							227	<0.05	
fe	239.9	239.9	239.9	239.9	239.9	239.9			1352
fo- fe	57	44	146	42	31	45			
$(fo- fe)^2$	(57)2	(44)2	(146)2	(42)2	(156)2	(45)2			
$(fo- fe)^2$	3249	1936	21316	1764	24336	2025			
fe	239.9	239.9	239.9	239.9	239.9	239.9			
$\chi^2 = \Sigma \dfrac{(fo- fe)^2}{fe}$	14	8	89	7	101	8			

Significant df=5 χ^2 at 0.05= 11.07

As the entries in the above show, the responses of university teachers diverge significantly from the repeated results at the 0.05 level of significance. Thus Ho12 is rejected because teachers' responses occur favourably on the dimension of nature of work and communication.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

5.1 SUMMARY

This research study was conducted to find out the relationship of self- based authentic leadership with job satisfaction of university teachers. The main objectives of the study were: (1) To measure the opinion of the university heads of departments about the dimensions of their self-based authentic leadership, (2) To find out the opinion of university teachers about the dimensions their job satisfaction, (3) To determine the relationship of opinions of the heads of departments about the dimensions of their self-based authentic leadership with the opinions of university teachers about the dimensions of their job satisfaction.

The research questions of the present study were: (1) What are the opinions of the heads of departments about their thinking on the dimensions of self-based authentic leadership?, (2) What are the opinions of university teachers about thinking on the dimensions of their job satisfaction, (3) What is the association between the opinions of the heads of departments about the dimensions of their self-based authentic leadership and the opinions of university teachers about the dimensions of their job satisfaction?

The main hypotheses of the present study were: Ho1: The HoDs' did not show statistically significant trend of opinion about the dimension of self-awareness on self-based authentic leadership. Ho2: The HoDs' did not show statistically significant trend of

opinion about the dimension of balanced processing on self-based authentic leadership. Ho3: The HoDs' did not show statistically significant trend of opinion about the dimension of relational transparency on self-based authentic leadership. Ho4: The HoDs' did not show statistically significant trend of opinion about the dimension of internalized moral perspective on self-based authentic leadership. Ho5: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of pay. Ho6: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of promotion. Ho7: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of supervision. Ho8: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of fringe benefits, Ho9: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of contingent rewards, Ho10: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of operating procedures, Ho11: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of co-workers, Ho12: The university teachers did not indicate statistically significant inclination of opinion about job satisfaction on dimension of nature of work and communication.

This study was carried out to determine the "Relationship of Self - based Authentic Leadership with Job Satisfaction of University Teachers". The nature of the study was descriptive and survey method was utilized for the collection of data through questionnaires, with multiple strategies used to determine the different aspects that impact the relationship of self -based authentic leadership with job satisfaction of university teachers. Population of the study was 304 (44 head of departments and 260 university teachers) as identified by the central administration offices of the selected universities of

selected social sciences departments from the 10 public universities located in Khyber Pakhtunkhwa where co-education system was existed.

Using universal sampling technique the data was collected from all the faculty members (34 head of departments and 250 university teachers) excluding the 20 faculty members (10 head of departments and 10 university teachers) who participated in pilot testing. A standardized questionnaire entitled "Job Satisfaction Survey" developed by Spector, (1994) consisted of 36 items and free available online was utilized to find out the level of job satisfaction of the university teachers. Another standardized questionnaire entitled "Self- Based Authentic Leadership Questionnaire" (Avolio et al., 2007) consisted of 16 items based on the four components (Self-Awareness, Balanced Processing, Relational Transparency, Internalized Moral Perspective) of authentic leadership was used to investigate the views of the head of departments regarding self-based authentic leadership.

Pilot testing was applied to refine the stated items of the questionnaires not properly understandable but only minor changes were done in job satisfaction survey questionnaire consulting the supervisor and experts in the field for input. Pilot study involved 20 participants (10 head of departments and 10 university teachers) and was excluded from the total sample. Using SPPS 21.0, the reliability of the questionnaires was investigated by Cronbach Alpha. The researcher personally supervised and collected the data from the respondents through post. Chi Square technique was utilized to seek the relationship of self-based authentic leadership with job satisfaction of university teachers.

5.2   FINDINGS

5.2.1   Findings of the Authentic Leadership's Questionnaire

1. The null hypothesis No.1 (Ho1) is discarded. Thus the responses of HOD's occur favorably in agreement of the dimension of self- awareness on self- based authentic leadership (Table.4.2.1).

2. The null hypothesis No.2 (Ho2) is discarded. Thus the responses of HOD's occur favorably in agreement of the dimension of balanced processing on self- based authentic leadership (Table.4.2.2).

3. The null hypothesis No.2 (Ho3) is discarded. Thus the responses of HOD's occur favorably in agreement of the dimension of relational transparency on self- based authentic leadership (Table.4.2.3).

4. The null hypothesis No.4 (Ho4) is discarded. Thus the responses of HOD's occur favorably in agreement of the dimension of internalized moral perspective on self- based authentic leadership (Table.4.2.4).

5.2 .2   Findings of Job Satisfaction Survey's Questionnaire

1. The null hypothesis No.5 (Ho5) is rejected. Therefore, the responses of teachers occur in favour of the dimension of pay on the variable of job satisfaction (Table 4.4.1).

2. The null hypothesis No.6 (Ho6) is rejected. Therefore, the responses of teachers occur in favour of the dimension of promotion on the variable of job satisfaction (Table 4.4.2)

3. The null hypothesis No.7 (Ho7) is rejected. Therefore, the responses of teachers occur in favour of the dimension of supervision on the variable of job satisfaction (Table 4.4.3)

4. The null hypothesis No.8 (Ho8) is rejected. Therefore, the responses of teachers occur in favour of the dimension of fringe benefits on the variable of job satisfaction (Table 4.4.4)

5. The null hypothesis No.9 (Ho9) is rejected. Therefore, the responses of teachers occur in favour of the dimension of contingent rewards (performance based rewards on the variable of job satisfaction (Table 4.4.5)

6. The null hypothesis No.10 (Ho10) is rejected. Therefore, the responses of teachers occur in favour of the dimension of operating procedures (required rules and regulations) on the variable of job satisfaction (Table 4.4.6)

7. The null hypothesis No.11 (Ho11) is rejected. Therefore, the responses of teachers occur in favour of the dimension of co-workers on the variable of job satisfaction (Table 4.4.7)

8. The null hypothesis No.12 (Ho12) is rejected. Therefore, the responses of teachers occur in favour of the dimension of nature of work and communication on the variable of job satisfaction (Table 4.4.8)

All the hypotheses have been discarded.

5.3 CONCLUSIONS

The main conclusions of the study were:

1. There is evidence of real association between HoDs' opinion of inclination toward the dimension of self-awareness on their authentic leadership and the university teachers' trend of opinion in favour of job satisfaction on the dimensions of pay

structure, promotion, supervision, fringe benefits, contingent reward, operating procedures, co-workers and nature of work and communication.

2. There is evidence of real association between HoDs' opinion of inclination toward the dimension of balanced processing on their authentic leadership and the university teachers' trend of opinion in favour of job satisfaction on the dimensions of pay structure, promotion, supervision, fringe benefits, contingent reward, operating procedures, co-workers and nature of work and communication.

3. There is evidence of real association between HoDs' opinion of inclination toward the dimension of relational transparency on their authentic leadership and the university teachers' trend of opinion in favour of job satisfaction on the pay structure, promotion, supervision, fringe benefits, contingent reward, operating procedures, co-workers and nature of work and communication.

4. There is evidence of real association between HoDs' opinion of inclination toward the dimension of internalized moral perspective on their authentic leadership and the university teachers' trend of opinion in favour of job satisfaction on pay structure, promotion, supervision, fringe benefits, contingent reward, operating procedures, co-workers and nature of work and communication.

5. There is evidence of real association between HoDs' opinion of inclination toward on their self- based authentic leadership and the university teachers' trend of opinion in favour of job satisfaction.

5.4 DISCUSSION

The main aim of the current research study was to explore the relationship of self-based authentic leadership with job satisfaction of university teachers. Self-based authentic leadership plays a vital role in management and is considered as the chief tool of management. The main task of self-based authentic leadership is to direct and unify the

efforts and directions of the individuals / groups towards the achievement of a certain goal. This research study was conducted to investigate the relationship of four components (self-awareness, balanced, relational transparency, processing of information and internalized moral perspective) of self - based authentic leadership with job satisfaction's factors including (Pay, Promotion, Supervision, Operating Procedures (required rules and procedures), Fringe Benefits, Contingent Rewards (performance based rewards), Co-workers, Nature of Work and Communication of university teachers. There is evidence of real association between HoDs' opinions of inclination toward on their self- based authentic leadership and the university teachers' trend of opinion in favour of job satisfaction.

The study which was conducted by Kiani et al. (2016) found a significant positive correlation between self- awareness and job satisfaction. Yon et al. (2016) also found that among the subcomponents of authentic leadership, only self-awareness has a statistically meaningful effect on job satisfaction. This study explored that internalized moral perspective and balanced processing has inclination toward the job satisfaction of university teachers and relational transparency has no relationship with job satisfaction of university teachers which contradicted partially with the investigation of Yon et al. (2016) who investigated that relational transparency, balanced processing of information and internalized moral perspective had no correlation with the job satisfaction. The result gained from the present study was in line with the earlier results of the studies of (Walumbwa, et al., 2008; Tate, 2008; Khan et al., 2017) who found the relationship of self- based authentic leadership with job satisfaction.

Similarly, Darvish and Rezaei (2011) conducted a research study and found that greater level of authenticity in leaders leads to influence the job satisfaction level of employees and increases its level. They found that when leaders of an organization are

aware and act upon their true values, strengths and beliefs, they help others to act the same. They built up higher levels of well-being on the part of the employees, which in turn had been shown to positively influence follower's satisfaction. So, the current study concludes that there is a relationship between self-based authentic leadership and job satisfaction of university teachers.

5.5 RECOMMENDATIONS

Universities management may establish a development programme that will focus on the development of self based authentic leaders within the universities. The results of this study is very clear on the relationship between self based authentic leadership and job satisfaction, therefore the benefit of developing leaders as self based authentic leaders will assist the universities with reaching its performance objectives. Self based authentic strategies may be focused on ensuring that university teachers have the opportunity to learn and practice communication skills and assertiveness in decision making, such as during daily interactions with their heads of departments. Similarly, implications for administration regarding professional practice may be closely related to control and autonomy. There is need that university teachers maybe involved in policy decisions related to their jobs descriptions and financial matters of different kinds. Leadership development programs for heads of departments may be based on the construct, keeping in mind the important areas of self-awareness, balanced processing, rational transparency and internalized moral perspective. Another important result of this study is that it indicated that the universities' administration may conduct training courses for heads of departments or those who will become a head of department, to teach them the qualities of self- based authentic leadership and the success of such a model.

5.6   LIMITATIONS OF THE STUDY

1. The scope of this research was limited to four self-based authentic leadership dimensions as defined by the Authentic Leadership Questionnaire (ALQ) instrument. Job satisfaction measures were delimited by the eight factors defined by the Job Satisfaction Survey (JSS).

2. The full-time teachers and heads of the departments of targeted universities.

3. Self-based authentic leadership was the only leadership style considered for the study.

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APPENDICES

APPENDIX A. Self-Based Authentic Leadership Questionnaire for HoDs'

A. Self –Based Authentic Leadership for Heads of Departments

Instructions: This questionnaire contains items about different dimensions of authentic leadership. There are no rights or wrong responses, so please answer honestly. Use the following scale when responding to each statement by writing the number from the scale below that you feel most accurately characterizes your response to the statement.

Key   1=Strongly Disagree 2=Disagree 3= Neutral 4=Agree 5=Strongly Agree

S.No	Statements	SDA	DA	N	A	SA
A. Self-Awareness						
1	I can list my three greatest weaknesses	1	2	3	4	5
2	I can list my three greatest strengths.	1	2	3	4	5
3	I seek feedback as a way of understanding who I really am as a person	1	2	3	4	5
4	I accept the feelings I have about myself.	1	2	3	4	5
B. Balanced Processing						
5	I seek others' opinions before making up my own mind	1	2	3	4	5
6	I listen closely to the ideas of those who disagree with me.	1	2	3	4	5
7	I do not emphasize my own point of view at the expense of others.	1	2	3	4	5
8	I listen very carefully to the ideas of others before making decisions	1	2	3	4	5
C. Relational Transparency						
9	I openly share my feelings with others.	1	2	3	4	5
10	I let others know who I truly am as a person.	1	2	3	4	5
11	I rarely present a "false" front to others.	1	2	3	4	5
12	I admit my mistakes to others.	1	2	3	4	5
D. Internalized Moral Perspective						
13	My actions reflect my core values.	1	2	3	4	5
14	I do not allow group pressure to control me.	1	2	3	4	5
15	Other people know where I stand on controversial issues.	1	2	3	4	5
16	My morals guide what I do as a leader.	1	2	3	4	5

APPENDIX B. Job Satisfaction Survey Questionnaire for University Teachers

	JOB SATISFACTION SURVEY QUESTIONNAIRE FOR UNIVERSITY TEACHERS	Disagree very much	Disagree moderately	Disagree slightly
	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.			
	A. Pay			
1	I feel I am being paid a fair amount for the work I do.	1 2 3 4 5 6		
2	Pay Raises are too few and far between.	1 2 3 4 5 6		
3	I feel unappreciated by the organization when I think about what they pay me.	1 2 3 4 5 6		
4	I feel satisfied with my chances for salary increases.	1 2 3 4 5 6		
	B. Promotion			
5	There is really too little chance for promotion on my job.	1 2 3 4 5 6		
6	Those who do well on the job stand a fair chance of being promoted.	1 2 3 4 5 6		
7	I am satisfied with my chances for promotion.	1 2 3 4 5 6		
	C. Supervision			
8	My supervisor is quite competent in doing his/her job.	1 2 3 4 5 6		
9	My supervisor is unfair to me.	1 2 3 4 5 6		
10	My supervisor shows too little interest in the feelings of subordinates.	1 2 3 4 5 6		
11	I like my HoD.	1 2 3 4 5 6		
	D. Fringe Benefits			
12	I am not satisfied with the benefits I receive.	1 2 3 4 5 6		
13	The benefit package we have is equitable.	1 2 3 4 5 6		

14	There are benefits we do not have which teachers have.	1 2 3 4 5 6

E. Contingent Rewards (Performance based Rewards)

1 5	When I do a good job, I receive the recognition for it that I should receive.	1 2 3 4 5 6
16	I do not feel that the work I do is appreciated.	1 2 3 4 5 6
17	There are few rewards for those who work in university.	1 2 3 4 5 6
18	I don't feel my efforts are rewarded the way they should be.	1 2 3 4 5 6

F. Operating Procedures (Required Rules And Regulation)

19	Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6
20	My efforts to do a good job are seldom blocked by complex rules and procedures.	1 2 3 4 5 6
21	The goals of this university are not clear to me.	1 2 3 4 5 6
22	I often feel that I do not know what is going on with the university..	1 2 3 4 5 6
23	There is too much bickering and fighting at work.	1 2 3 4 5 6
24	Work assignments are not fully explained.	1 2 3 4 5 6

G. Co-Workers

25	I like my co-workers.	1 2 3 4 5 6
26	I find I have to work harder at my job because of the incompetence of people I work with.	1 2 3 4 5 6
27	People get ahead as fast here as they do in other places.	1 2 3 4 5 6
28	I enjoy my coworkers.	1 2 3 4 5 6

H. Nature of work and communication

29	Communications seem good within this university.	1 2 3 4 5 6
30	I like doing the things I do at university.	1 2 3 4 5 6
31	I have too much to do at work.	1 2 3 4 5 6
32	I feel a sense of pride in doing my job.	1 2 3 4 5 6
33	I have too much paperwork.	1 2 3 4 5 6
34	My job is enjoyable.	1 2 3 4 5 6

APPENDIX. C   DIMENSIONS OF AUTHENTIC LEADERSHIP

A.	Self-awareness in authentic leadership of HOD's					
Item.	**Response Frequencies of HODs**					**Total**
No.	SDA	DA	N	A	SA	
1	3	4	3	17	2	29
2	3	1	1	15	9	29
3	4	4	2	10	9	29
4	2	5	1	10	11	29
Total	12	14	7	52	31	116
B.	**Balanced processing in authentic leadership of HODs**					
Item No.	**Response Frequencies of HODs**					**Total**
	SDA	DA	N	A	SA	
5	3	3	2	12	9	29
6	3	2	1	15	8	29
7	1	3	2	17	6	29
8	4	2	3	11	9	29
Total	11	10	8	55	32	116
C.	**Relational transparency in authentic leadership of HODs**					
Item No.	**Response Frequencies of HOD's**					**Total**
	SDA	DA	N	A	SA	
9	3	1	9	2	14	29
10	2	2	4	7	14	29
11	4	2	0	11	12	29
12	3	4	1	9	12	29
Total	12	9	14	29	52	116

D. Internalized moral perspective in authentic leadership of HODs

Item No.	Response Frequencies of HoD's					
	SDA	DA	N	A	SA	**Total**
13	2	3	3	8	13	29
14	1	4	2	7	15	29
15	3	3	3	12	8	29
16	2	2	2	10	13	29
Total	8	12	10	37	49	116

APPENDIX. D   DIMENSIONS OF JOB SATISFACTION

Pay							
Item. No.	**Response Frequencies of teachers**						Total
	DAVM	DAM	DAS	AS	AM	AVM	
1	17	20	19	28	83	65	232
2	133	40	4	15	16	24	232
3	35	35	19	11	59	73	232
4	10	14	140	42		16	232
Total	195	109	182	96	168	178	928

A. Promotion							
Item No.	**Response Frequencies of teachers**						Total
	DAVM	DAM	DAS	AS	AM	AVM	
5	70	90	26	30	10	6	232
6	87	94	19	7	14	11	232
7	13	2	15	67	61	74	232
Total	170	186	60	104	85	91	696

B. Supervision							
Item No.	**Response Frequencies of teachers**						Total
	DAVM	DAM	DAS	AS	AM	AVM	
8	8	8	13	30	101	72	232
9	142	52	3	16	15	4	232
10	86	66	13	20	15	32	232
11	10	24	10	19	92	77	232
Total	146	150	39	85	223	185	928

C. Fringe benefits							
Item No.	**Response Frequencies of teachers**						
	DAVM	DAM	DAS	AS	AM	AVM	Total

12	97	58	31	12	19	15	232
13	74	92	33	11	8	14	232
14	57	86	11	22	23	33	232
Total	228	236	75	45	50	62	696

E. Contingent Rewards

Item. No.	Response Frequencies of teachers						Total
	DAVM	DAM	DAS	AS	AM	AVM	
15	13	7	13	31	102	66	232
16	87	94	19	7	14	11	232
17	77	95	13	12	12	23	232
18	15	11	18	28	124	36	232
Total	192	207	63	78	252	136	928

F. Operating Procedures

Item No.	Response Frequencies of teachers						Total
	DAVM	DAM	DAS	AS	AM	AVM	
19	109	65	13	26	18	1	232
20	13	10	19	9	77	104	232
21	88	111	10	4	7	12	232
22	73	58	36	30	10	25	232
23	47	11	31	25	12	106	232
24	46	97	15	49	13	12	232
Total	376	352	124	143	137	260	1392

G. Co-workers

Item No.	Response Frequencies of teachers						Total
	DAVM	DAM	DAS	AS	AM	AVM	

25	31	20	9	17	85	70	232
26	130	72	9	10	5	6	232
27	38	21	33	42	60	38	232
28	16	21	29	36	55	75	232
Total	215	134	80	105	205	189	928

H. Nature of work and communication

Item No.	Response Frequencies of teachers						
	DAVM	DAM	DAS	AS	AM	AVM	Total
29	23	22	21	21	73	72	232
30	23	32	17	36	63	61	232
31	19	9	12	15	105	72	232
32	19	3	18	52	94	46	232
33	86	65	8	33	16	24	232
34	43	15	18	41	45	100	232
Total	183	196	94	198	396	285	1398